

HONOR CODES: CAN THEY DEVELOP INTEGRITY  
IN FUTURE MILITARY LEADERS?

A thesis presented to the Faculty of the U.S. Army  
Command and General Staff College in partial  
fulfillment of the requirements of the  
degree

MASTER OF MILITARY ART AND SCIENCE

by

WILLIAM M. CHARLES, JR., MAJ, USAF  
B.S., United States Military Academy, 1954

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This research was undertaken to determine if the formal honor code concept is an effective means for endowing or developing the leadership qualities of honor and integrity in the students of a federal academy. The Air Force Academy Cadet honor code was used as the vehicle for an in-depth study of one well-publicized system for character development. The conclusion is that not all honor codes are effective in developing student integrity, nor do all codes try. However, this study has revealed that an honor code patterned after that of the Air Force Academy Cadet honor Code can be an effective device for developing integrity in future military leaders.

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## ABSTRACT

The inexact or untruthful soldier trifles with the lives of his fellow men, and the honor of his government.

--Secretary of War Newton D. Baker

Good leadership is a priceless commodity that the United States must have to maintain a position of world influence. The federal military academies provide leadership training by teaching basic leadership principles and methods and by providing opportunities for leadership experience through practice. A major goal is the inculcation of honorable character in the student.

This research was undertaken to determine if the formal honor code concept is an effective means for endowing or developing the leadership qualities of honor and integrity in the students of a federal academy. The Air Force Academy Cadet Honor Code was used as the vehicle for an in-depth study of one well-publicized system for character development.

Chapter I of this study examines the area of leadership--not from the viewpoint of what a man should do to be a successful leader, but from the viewpoint of what he must be.

Leadership is composed of four fundamental components: character, personality, knowledge, and power of decision. Combined, they produce respect. But the most important component of respect is character, an attribute all officers are expected to possess. An officer is considered to have integrity, and his subordinates expect it, his superiors desire it, and the nation demands it.

Chapter II discusses leadership training programs to determine the place an honor code has in such a program. Precepts and philosophies of formal honor systems are examined. An undergraduate honor code incorporates one or more of the four basic precepts that guard against the liar, the cheat, the thief, and the tolerator. This chapter also explores five basic philosophies that support successful codes.

Since every undergraduate honor system has as a basic purpose the reduction of cheating, Chapter III examines cheating on the college campus. This chapter presents some of the evidence pertaining to the amount of cheating and explores some causes and cures.

Chapter IV contains an investigation of eleven undergraduate honor systems. This examination explores numerous differences that exist between honor codes and

discusses apparent weaknesses.

The Air Force Academy Cadet Honor Code is closely examined in Chapter V. This study highlights several features that make this Code a model code. It is a student controlled and supported system; mature guidance is provided by knowledgeable staff officers; safeguards are built in to protect the rights of an accused cadet violator; the indoctrination program for new cadets is well developed, well prepared, and carefully supervised; the Code is oriented on developing integrity through habit and the "spirit" of honorable conduct.

Chapter VI contains the conclusion that not all honor codes are effective in developing student integrity, nor do all codes try. However, this study has revealed that an honor code patterned after that of the Air Force Academy Cadet Honor Code can be an effective device for developing integrity in future military leaders.

## PREFACE

On a cold, bleak afternoon in January 1965, an Air Force captain escorted a member of his cadet squadron into the office of the Air Force Academy Commandant of Cadets. The astonishing story that spilled from the lips of this young, nervous cadet has had a continuing impact on the officers and cadets of the Air Force Academy. This cadet related a story of extensive academic cheating on a scale that was beyond the imagination of even the most pessimistic critic of the Air Force Academy, its cadets, or their honor code.

The direct consequences of this abhorrent tale of dishonorable offenses was the ultimate resignation of 109 cadets. The indirect consequences are still felt some three years later, and it will be many years before the Air Force Academy will be able to erase the "black mark" that has tarnished this newest of United States military schools.

Because of the resultant notoriety that the Air Force Academy and its famous code received, many amateur and professional writers from the military services and civilian

and literary fields have endeavored to discuss and critically analyze the honor code and the cadets and officers responsible for its administration. These analyses appeared in newspaper columns, magazine articles, letters to editors, editorials, and featured stories. However, few of these novices or experts attempted to analyze the code against the background for which it was primarily designed. The area overlooked by most writers has been an analysis of the employment of the code as a tool to aid in the development of leadership in the officer graduate.

At the Air Force Academy, the Cadet Honor Code is a method of instilling honorable conduct in the cadet so that the officer graduate will have the one leadership attribute that all Americans desire, even demand, in their military officers. This attribute is integrity. It is against this background that the Cadet Honor Code and other scholastic honor systems will be examined and appraised.

The American taxpayer wants to know if the tax money from his pay check, and the pay checks of his fellow citizens, gives them full return. Does the American public get back on its investment in a military academy an officer graduate who is not only educated professionally, well rounded mentally, and motivated to a long career, but one

whom the citizens can trust? Is this man stepping into public service, at the cost of many thousands of dollars, a man of integrity?

The author wishes to acknowledge the many people who contributed their time and energy in the furtherance of this investigation. The author is especially indebted to Mrs. Evelyn F. Randolph for her professional ability as a technical advisor and typist.

The writer is thankful to LTC Stanley C. Beck, Executive to the Commandant for Honor and Ethics, Air Force Academy, for his invaluable contributions of documents, records, and other pertinent and current information.

The author wishes to express specific appreciation for the valuable assistance rendered by his research and thesis monitor, LTC David M. Murane, without whose encouragement, advice, and suggestions this manuscript would not have been completed. LTC John R. Westervelt and Chaplain (LTC) William L. Fosmire, the other committee members, offered important assistance that helped bring this study to a successful completion.

And finally, the contributions of the author's wife, Kathleen, and their three children must be recognized. They suffered with patience and understanding for many evenings

and weekends as their husband and father separated himself from the normal family associations. For them, he hopes the efforts were not in vain.



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## INTRODUCTION

Since 1802, graduates of military academies have formed the core of the regular officer establishment, and this nucleus is designed to form the cadre from which expansions of the armed forces are possible in national emergencies. The academy graduates, by their example, are expected to establish the high standards by which the entire officer force will operate; consequently, their integrity must be exemplary.

This research has been undertaken to determine if the formal honor code concept is an effective means for endowing the leadership qualities of character and integrity in the students of an academy-type military officer training program. Basically, this is the main purpose underlying an academy honor system, and it is in recognition of this purpose that a cadet honor code should be examined.

The author has lived with two academic systems and military training programs where an honor code was actively employed. This background and experience has been drawn upon extensively in this investigation.

As a graduate of the United States Military Academy, West Point, New York, the author is well versed in the operation of that institution's honor code.

For three years this author was intimately associated with the Air Force Academy Cadet Honor Code and with the cadets who watched over the code's operation within the Cadet Wing. From August 1962 until the following summer the author served as assistant officer-in-charge of the Cadet Honor Representatives, and for the following two years he served as the officer-in-charge. It was during the later period that the infamous "cheating scandal"<sup>1</sup> occurred. Because of his position, the author became deeply involved in the initial decisions and the resultant investigations. For this reason he qualifies as one who is most knowledgeable about the philosophies behind and the intricacies of the Air Force Academy Code.

The author can now investigate and analyze this code and be impartial in his appraisal since he has been divorced

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<sup>1</sup>This is a "press" term applied by an unknown reporter to the mass cheating incident of January-March 1965, just as "cribbing scandal" became the caption of the similar incident at West Point in 1951. "Cheating Scandal" is used in the singular since Academy staff officers consider the smaller incident of February 1967 an extension of the 1965 affair.

from close association with Academy operations and the Cadet Code for more than two years. His ideas are not influenced by loyalties, personalities, and emotions, nor does he have personal animosities to air. Therefore the author believes he is in the best position to probe deeply into the successes and failures of the Code in terms of leadership training and to contribute unbiased critical appraisals.

The author wishes to make it clear that he cannot offer irrefutable proof as to the success or failure of this type of character and integrity building program. The author does not contend that all graduates of a military academy are forever completely honest; nor can one claim that this is the only way to develop integrity. But examples are set and standards are established by career officers, and many of these career officers were trained under an academy system. This thesis discusses and evaluates one well-publicized character and integrity development system, its goals, its methods, and the beliefs and philosophies behind these goals and methods.

Chapter I of this study examines the area of leadership in order to fully comprehend the elements in today's military training programs which are oriented on the development of military leaders--not so much what an officer must

do to be a successful leader, but what he must be.

Chapter II discusses philosophies of formal honor codes and ascertains whether or not an honor code contributes to leadership development.

During and after the "scandal" investigations and the resultant resignations of more than one hundred cadets, the Air Force Academy Code, on the assumption that college cheating is not serious, was frequently criticized for being too harsh and too rigid in dispensing such severe punishment. On the other hand, many critics failed to recognize the real situation, that cheating was not indigenous to the Air Force Academy. Cheating is an intercollegiate "scandal." Chapter III examines cheating on the college campus. Survey statistics, some possible causes, and some feasible cures for cheating are discussed.

Chapter IV contains an investigation of eleven undergraduate honor systems to determine what academic institutions are attempting to do to combat cheating. Conclusions are then drawn regarding the effectiveness of various codes in establishing an atmosphere conducive to honorable conduct.

Chapter V is devoted to an in-depth study of the Air Force Academy Cadet Honor Code, the vehicle used in this



research to examine the methods and effects of one well-known honor training program. This code is examined from inception through developmental "growing pains" to its current status.

Finally, Chapter VI presents a short summary and the author's own conclusions derived from the preceding examinations.

## CHAPTER I

### LEADERSHIP FOUNDATION

#### The Officer of the United States Armed Forces

A young man steps forward, raises his right hand,  
and repeats:

I (name), having been appointed a (grade) in the United States (service) do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservations or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter, SO HELP ME GOD.

This lad then receives an elaborately printed scroll which begins:

To all who shall see these presents, greeting:  
Know Ye, that reposing special trust and confidence in the patriotism, valor, fidelity and abilities of (name), I [the President of the United States] do appoint him (grade) in the (service).

The young man is now an officer in his country's armed forces.<sup>1</sup> As such, he has undertaken a task that does not

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<sup>1</sup>The Oath of Office is taken by, and the Commission is conferred on, new officers entering the armed services of the United States.

feature, among other returns, monetary benefits. He is reaching for a goal that is more lofty. That goal is service to his fellow Americans, an undertaking which may extract from him something more than mere hard work with low pay. This is what makes a military career a unique profession, particularly in this age of little wars of insurgency and attrition, the by-products of nuclear deterrence. This military occupation, this profession of arms, may someday result in the forfeiture of his life.

Patriotism may not be in vogue in some circles today; nevertheless, it is one reason that men of this country accept commissions or enlist in the armed forces or, if drafted, serve honorably during their tour of duty. Few of these "modern patriots" could be accurately charged with wallowing in war or glorifying death and destruction. To the man who has seen and experienced war, the actual horrors and devastation are far worse than the imagination can conjure. Involvement in situations where one's very life is at stake requires from this nation a concern for the lives of her sons. These men who go forth to do combat in the name of freedom need the very best guidance, the very best leadership this nation can provide. This quality of leadership is that which is expected of the armed forces officer corps.

BG Charles A. Lindbergh stated it thus: "There are few, if any, places where influence exerted today [by military leaders] can have more effect on the future of the country, of civilization, and of mankind."<sup>2</sup>

### What Is Leadership

#### Drivership

GEN C. B. Gates, a former commandant of the Marine Corps, remarked that "leadership is intangible, hard to measure and difficult to describe."<sup>3</sup> Before attempting to define or describe what leadership is, one should limit the discussion to what it is not. Leadership should not be confused with drivership, or the art of compelling. By the nature of his senior rank, an officer can compel his subordinates to do or to follow his desired course of action by intimidation or force.<sup>4</sup> There may be occasions when this method may be effective, and conceivably there may be times

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<sup>2</sup>James E. Briggs, "The Academy in the Aerospace Age," Air Force and Space Digest, XLII (June 1959), 44.

<sup>3</sup>U.S., Department of Defense, The Armed Forces Officer (Washington: U.S. Government Printing Office, 1950), p. 93.

<sup>4</sup>Norman Copeland, Psychology and the Soldier (Harrisburg, Pa.: The Military Service Publishing Co., 1942), p. 77.

when this method would be required. But no man can hope to be an effective officer if he habitually uses force, or the threat of force, to obtain action from his subordinates. The eventual reaction, and probably a natural one, is for the subordinates to give only what is absolutely required and then give it grudgingly. The caliber of work done could be expected to suffer as individual standards become less important and the desire to avoid the commander's malevolent attitude becomes paramount.

### Generalship

This discussion on leadership does not deal with the art of generalship (or the art of command), which is a far more encompassing term. Generalship should be thought of as the overall process of organizing and employing subordinate commanders and staff officers in the best manner to facilitate accomplishing the responsibilities of planning, directing, and coordinating operations. The commander's basic problem is the acquisition and dissemination of information through the channels of the command process. Leadership is only one technique available to the commander.<sup>5</sup>

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<sup>5</sup>Joel N. Bloom and Adele M. Farber, Art and Requirements of Command, Vol. I: Summary Report (n.p.: The Franklin Institute Research Laboratories, April 1967), p. 16.

## Leadership

If leadership is neither "drivership" nor "generalship," what is it? There are many specific definitions of leadership; but, basically, all experienced practitioners reduce it to the art of getting someone to do a job and do it well. Norman Copeland says:

Leadership is the art of dealing with human nature. To be more explicit, it is the art of influencing a body of people, by persuasion or example, to follow a line of action.<sup>6</sup>

General of the Army Omar Bradley is more to the point. He says that a leader is "one who gets things done or one who gets others to do the job"; "one who gets others, staff or subordinate commanders, to do the job"; and "he should not have to impose authority."<sup>7</sup>

## Components of Leadership

Persuasion, the understanding of human nature, setting the example, a willingness on the part of the doer-- these are some of the qualities or attributes generally associated with any discussion on leadership. No one,

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<sup>6</sup>Copeland, p. 77.

<sup>7</sup>Omar Bradley, "Leadership," Transcript of his address before the students, staff, and faculty of the U.S. Army Command and General Staff College, Fort Leavenworth, Kans., 16 May 1967, p. 3.

regardless of his experience in combat or in peacetime forces, can say with any certainty that his tally of qualities is all-inclusive. Nor can one say that by possessing all of these qualities or by following a set of principles a man will definitely become a successful leader.

Ordway Tead, drawing on a wide study and observation of leaders, offers a list of ten ideally desirable qualifications that includes physical and nervous energy, friendliness and affection, enthusiasm, intelligence, technical mastery, teaching skill, a sense of purpose and direction, decisiveness, integrity, and faith. He cautions, though, that all of these qualities do not necessarily appear in every leader, nor does every leadership situation require all of them.<sup>8</sup>

The U.S. Army and the U.S. Air Force generally recognize and teach eleven principles of leadership. These services, too, caution that the use of the principles does not automatically produce a leader. The principles are know your job; know yourself and seek self-improvement; know your men and look out for their welfare; keep your men informed; set the example; insure that the task is understood,

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<sup>8</sup>Ordway Tead, The Art of Leadership (New York: McGraw-Hill Book Co., 1935), p. 82.

supervised, and accomplished; train your men as a team; make sound and timely decisions; seek responsibility and develop a sense of responsibility among subordinates; employ your command in accordance with its capabilities; and take responsibility for your actions.<sup>9</sup> These accepted actions should make any organization function well and should assist in keeping the men of the unit contented. But these principles only tell the student of leadership what to do. Is there something lacking in this list?

Tead's previously listed set of qualities may be closer to the point. Before a man can do, he must be; and Tead's ten qualities are actually a list of attributes that a man should have as a foundation on which to build leadership. Put these qualities together and combined they produce a man who has the one qualification the author believes a successful leader must have. This quality is the ability to command respect. The ability of a man to foster esteem from his fellow officers and NCO's will, in the final analysis, determine the success he will enjoy as a leader. The author believes that high respect is the ultimate goal a

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<sup>9</sup>Leadership Guide (Gunter Air Force Base, Ala.: Air Command and Staff College Squadron Officer School, 1959), pp. 9-16.



would-be leader should strive for. Therefore the officer's problem is to gain this respect. The Air Officer's Guide, in a general comment about leadership, states:

What makes leadership? . . . There are many facets of a man's outward bearing which will influence his ability to lead. A firm, resonant voice is helpful. An erect, athletic carriage also contributes. A warm, friendly smile goes far. But these are details. At the core of leadership are three fundamentals, and on these three the young officer must work with all his might. They are: character, knowledge, and power of decision.<sup>10</sup>

To these three fundamentals the author would add one more, personality. A distinguished American psychiatrist, Dr. Henry Link, defines personality as the extent to which the individual converts his traits and energies into habits and actions which influence other people.<sup>11</sup>

So now there are four fundamental components of leadership: character, what a man is; personality, how a man appears to others; knowledge, what a man knows; and power of decision, what a man does.

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<sup>10</sup>The Air Officer's Guide (10th ed.; Harrisburg, Pa.: The Military Service Publishing Co., 1957), p. 343.

<sup>11</sup>Copeland, p. 79.

### Character

William Rucker, in writing about the Public Health Service, said this about character:

As regards leadership, character is more important than genius, for without character, effort is guideless and, like a ship without a rudder, it drifts with the current, shifting its course with every wind with the result that it never reaches its objective except by accident. These character attributes are not peculiar to any profession, occupation or station in life but they are absolutely necessary to the officer.<sup>12</sup>

There is an old saying in the armed forces that an officer without character is more useless than a ship with no bottom.<sup>13</sup> A man of character is thought of as one who has high moral standards or ideals. It brings to mind the terms of morality, honor, honesty, truthfulness, and integrity. These are not simply attained virtues; yet they are necessary ones. And the citizens of this country expect the officers of the armed forces to possess these virtues inasmuch as they are handling public funds, property, and equipment--the values of which may run to millions of dollars. An officer is expected to be scrupulously honest. He has integrity (honesty) if his interest in the good of the

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<sup>12</sup>William C. Rucker, Leadership: A Manual on Conduct and Administration (New York: Macmillan Co., 1926), p. 20.

<sup>13</sup>U.S., Department of Defense, p. 214.

service is at all times greater than his personal success, and when he would do the honorable thing when unobserved as he would follow if his superiors were present.<sup>14</sup>

He will do the honorable thing even when unobserved. This point is the crux, for it is the root of honor and integrity. It could be considered as the spirit of honor. Sane humans know the difference between right and wrong and can usually recognize whether an act is socially or morally acceptable. Some skeptics say locks are placed on doors to keep honest people honest. But when a society is comprised of people who enjoy a deep-seated foundation of integrity, locked doors are not necessary since it is not the possibility of getting caught that prohibits a man from performing a dishonorable act. His "honor" will not let him be dishonest. This is the sort of individual who is desired in the officer corps. "An unwavering adherence to the principles of personal integrity has traditionally characterized the professional officer."<sup>15</sup>

The question of safeguarding public funds and facilities has been mentioned. But what of the third, and

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<sup>14</sup>U.S., Department of Defense, p. 19.

<sup>15</sup>B. B. Cassidy, "The Cadet Way of Life," Air Force and Space Digest, XLII (June 1959), 71.

perhaps most important, resource of a nation's power-- personnel? The well-being and safety of soldiers, sailors, and airmen must always be considered.

[They] must be able to trust their leaders. They want to feel that their interests are safe in the leader's hands--that he will not betray them. . . . They want to feel a sense of solidity, of honesty, of reliability. "We can trust him" and "he keeps his promises" are attributes he must have learned. In short, they want the leader to possess integrity.<sup>16</sup>

An officer, to be effective, must also have the support of his superiors. He can gain and hold this support if he has their trust. He must be willing to defend his opinions but, at the same time, accept their corrections when such corrections are warranted. An officer, particularly a newly commissioned officer, can be expected to make mistakes. While some of his early decisions will reveal his lack of experience, the senior officer will respect and trust the officer who is honest in the execution of his duty and who can admit to his errors. Honesty is still the best policy when dealing with senior officers as well as with subordinates.<sup>17</sup>

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<sup>16</sup>Tead, p. 111.

<sup>17</sup>L. A. Pennington, The Psychology of Military Leadership (New York: Prentice-Hall, Inc., 1943), p. 198.

The military profession should not be thought of as the only profession that desires or requires honest men. Nearly every profession is concerned with the attributes of honor and integrity, and most professions demand it of their members. An experienced editor and author, Arthur Gordon, had this to say about the business world:

Businessmen study college records, screen applicants and offer special inducements to proven people. What are they after, really? Brains? Energy? Know how? These things are desirable, sure. But they will carry a man only so far. If he's to move to the top and be entrusted with command decisions, there must be a plus factor, something that takes mere ability and doubles or trebles its effectiveness. To describe this magic characteristic there's only one word: integrity.<sup>18</sup>

Historical examples offer substantive proof of the love Americans have for the honest individual. In the area of national service, the men who are most respected and revered are those who, in governmental duties, show themselves to be honorable above all else. John F. Kennedy's Profiles in Courage is a memorable collection of powerful stories of courage and integrity in public office. A roll call of the public figures who pass through the pages of this historical record would contain names familiar to every student of American history. Kennedy described John Quincy

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<sup>18</sup> Arthur Gordon, "A Foolproof Formula for Success," Reader's Digest, LXXXIX (December 1966), 88.

Adams as a man "possessing an integrity unsurpassed among the major political figures of our history."<sup>19</sup> He quoted Lucius Quintus Cincinnatus Lamar as replying to his constituents thus:

If you say I must come down, I will obey without a murmur, for you cannot make me lie to you, but if you return me, I can only say that I will be true to love of country, truth, and God.<sup>20</sup>

The story of Edmund G. Ross's courageous vote against impeachment of President Andrew Johnson has been told many times, but Kennedy's short account emphasizes the personal integrity required to oppose the powerful political leaders of his day. The stories of Thomas Hart Benton, George Norris, and Robert A. Taft are additional support for one who would search for examples of profound integrity among public servants. In his concluding chapter, Kennedy looks for the reasons that prompted these politicians to jeopardize and even ruin promising or established political careers.

What, then, caused the statesmen mentioned in the preceding pages to act as they did? It was not because they "loved the public better than themselves." On the

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<sup>19</sup> John F. Kennedy, Profiles in Courage (New York: Harper & Bros., 1956), p. 31.

<sup>20</sup> Ibid., p. 153.

contrary, it was precisely because they did love themselves--because each one's need to maintain his own respect for himself was more important to him than his popularity with others--because his desire to win or maintain a reputation for integrity and courage was stronger than his desire to maintain his office--because his conscience, his personal standards of ethics, his integrity or morality, call it what you will--was stronger than the pressures of public disapproval.<sup>21</sup>

Notable examples of honor in the military vocation are numerous. And might one claim with a reasonable degree of accuracy that in this profession, where generals and admirals are selected by their superiors, integrity is more apt to be found at high levels than in a profession where one is elected by an uninformed public?

Dwight D. Eisenhower is a leader who rose to the top in both fields. John Gunther asserts that Eisenhower's principal sources of power were his well-known integrity, his sincerity, and his capacity to inspire confidence. Eisenhower's personal standards were high to the point of austerity; he was an absolutely honest man, with him there would be no corruption.<sup>22</sup>

Gunther also mentions the reputation GEN George C. Marshall enjoyed throughout the Army even before he became

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<sup>21</sup>Ibid., p. 209.

<sup>22</sup>John Gunther, Eisenhower (New York: Harper & Bros., 1952), pp. 36 & 148.

the country's wartime Chief of Staff:

[MG Fox] Conner admired George C. Marshall fanatically, though Marshall at that time was only a junior officer; he talked to Eisenhower often of Marshall's integrity, capability, and marvelous good judgment; Eisenhower never forgot this.<sup>23</sup>

LTG Lesley J. McNair worked directly for General Marshall as commander of Army Ground Forces. He had the most difficult and demanding task of forming and training the mass of men needed for the two-front war. McNair insisted on accuracy and truthfulness in reports and results of readiness tests and field maneuvers regardless of the desire of some to expedite and cut corners because we were at war.<sup>24</sup>

One of the most dramatic stories to come out of the Korean War concerned MG William F. Dean, who was captured by the North Koreans during their initial assault across the 38th parallel. His Communist captors had been attempting for weeks to obtain "confessions" and other propaganda material from him, but they had been totally unsuccessful. In their frustrations they finally resorted to threats of

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<sup>23</sup>Ibid., p. 60.

<sup>24</sup>John T. Whitaker, "Lt. General Lesley J. McNair," in These Are the Generals (New York: Alfred A. Knopf, 1943), p. 130.



torture and eventually to threats of death. General Dean was told that since he persisted in his refusal to cooperate, he would be subjected to such torture that he would probably die. Would he want to write one last message?

Believing his interrogators, he wrote what he thought would be his final letter to his family:

Dear Mildred, June, and Bill, I was physically captured on 25 August and have been a prisoner of war ever since. I did not surrender but was physically overpowered. Before I was captured I wandered in the hills for thirty-five days, without food. As a result I am terribly ill and do not think I will live much longer. Therefore, this is my last letter. June, do not delay in making your mother a grandmother. Bill, remember that integrity is the most important thing of all. Let that always be your aim. Mildred, remember that for twenty-four years you have made me very, very happy.<sup>25</sup>

This is a splendid example of courage under extreme adversity and a testimony of one man's personal convictions. He is given a final opportunity to write to his beloved family, and what does this pain-racked prisoner save for his son?

"Remember that integrity is the most important thing of all. Let that always be your aim."<sup>26</sup>

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<sup>25</sup> William F. Dean and William L. Worden, General Dean's Story (New York: The Viking Press, 1954), p. 156.

<sup>26</sup> At the time these words were written, General Dean did not know Bill Dean, Jr., was a new cadet at the U.S. Military Academy. Therefore the author feels General Dean's advice was not only timely but rather clairvoyant.

During his 1967 speech to the students of the U.S. Army Command and General Staff College, General Bradley emphasized that character is one of the traits he looks for in a leader. An officer who possesses character is an officer who has high ideals and stands by them. He is a person who can be trusted absolutely. Such a person would be respected by all with whom he is associated because of his high moral standards.<sup>27</sup>

Honor and integrity have always been important to the military. One widely quoted phrase, "Neither bars nor stars make an officer," is attributed to a former Army Chief of Engineers, General Sturgis, who, in a speech before fellow engineers, said:

Neither bars nor stars make an officer. An individual becomes an officer only when he develops those inner qualities of honesty, self-sacrifice and attention to duty that are always inherent to real leadership. . . . There must be that desire to live by the written and unwritten code of ethics which the officer corps of the United States Army has evolved during the long period of its existence.<sup>28</sup>

Honor is that personal code which guides a man to do those things to and for others and for himself that he knows

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<sup>27</sup>Bradley, p. 11.

<sup>28</sup>Louis W. Prentiss, "Trade Secrets of Leadership," extracted from the Australian Army Journal, August 1956,

are right. A man of honor does not lie, cheat, steal, or accept dishonesty in others. It is not so much a question of what others think of the individual, but a question of what one thinks of himself. Above all else a man must be able to live with himself. There are many practical advantages in being a man of honor, but they are really incidental. The greatest reward for an honorable man is that he sincerely respects himself. Thus, it is imperative to peace of mind and peace of soul that a man respects his own character.<sup>29</sup>

In summary, then, respect begins with honor and integrity since they are the basis of man's character. The respected Army historian, William Ganoe, in his informative and candid book on General of the Army Douglas MacArthur, attributes to MacArthur an opinion expounded by the latter when he was the young and dynamic superintendent of the Military Academy. MacArthur believed that character is the necessary trait on which to build the foundation of leadership.<sup>30</sup> MacArthur's entire career was a pattern of

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p. 30. (Typewritten; College Library, Fort Leavenworth, Kans., #M501-G1.73.)

<sup>29</sup>The Air Officer's Guide, p. 297.

<sup>30</sup>William A. Ganoe, MacArthur Close Up (New York:

honorable conduct and devotion to duty. Adding the name of MacArthur as a proponent of honor to the already impressive list of leaders such as Eisenhower and Marshall gives formidable support to the old phrase "honesty is indeed the best policy."

### Personality

Although character may be considered the foundation on which a man's leadership ability is constructed, it alone cannot create the successful leader. A man could possess moral standards that are flawless, yet be a dull and uninspiring individual completely lacking in individual personable traits. Dr. Henry Link describes personality as the capability of an individual to "convert his abilities and energies into habits and actions which successfully influence other people."<sup>31</sup>

If Lieutenant "Newcomer" is told that his new boss, Major "Flash," has a good personality, the lieutenant cannot help but have a feeling of personal security during his new tour. He immediately associates "good personality" with his well-liked friends and he knows that for him, at least, this

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Vintage Press, 1962), p. iii.

<sup>31</sup>Copeland, p. 79.

next assignment should be an enjoyable one. However, it will not always work out that way, for experience has taught the older officers that personality alone is not the answer to leadership. The "personality" that Major Flash possesses may be shallow or hollow, that is, he may be completely lacking in the moral traits associated with character.

It is one thing to say a man of character may be dull and uninspiring, but a man with only a flashy personality not backed by character may cause even his worthiest subordinates to instinctively hold him in utter contempt.<sup>32</sup> Under these circumstances the would-be leader finds it much more difficult, if not actually impossible, to influence those under him and to achieve the necessary results.

General Bradley enumerated three attributes which the author would place under the heading of personality: the leader must have mental and physical energy; a leader should possess human understanding and consideration for others; and finally, a leader must show an interest in his subordinates as well as his job.<sup>33</sup>

GEN Mark Clark reinforces these three points. He equates energy with the willingness to do everything the

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<sup>32</sup>Copeland, p. 83.

<sup>33</sup>Bradley, pp. 7-9.

leader asks of his followers, and more. He continues with the following statement concerning the need for the leader to understand his men and to recognize their problems:

"Experience has taught me that men will never follow anyone unless they feel that he really cares about them and their problems."<sup>34</sup>

### Knowledge

Knowledge is the third building block in the effort of the officer to gain respect. One must know his job before he can plan, organize, coordinate, control, and direct. In other words, he must know what to do and how to get it done. Respect is a natural by-product of this knowledge. Enlisted men automatically look to their officers for knowledge and direction. They expect it. The officer who steers his men wrong will have failed them, and they will know it.

This is not to say that an officer must be a specialist. Thomas J. Watson, the president of International Business Machines Corporation, once said that genius in an executive is the ability to deal successfully with matters

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<sup>34</sup>Mark W. Clark, "What It Takes To Be a Leader," Reader's Digest, XCI (July 1967), 161.

he does not understand.<sup>35</sup> The author would modify this statement to read "fully understand" as he believes one cannot deceive his subordinates for long about a complete lack of knowledge in a specific area; therefore, the leader should not attempt this.

There is much to be said about the ability of an officer to communicate his knowledge. General Clark believes that a leader must be able to reason logically, weigh alternatives, make decisions, and then have the ability to convey his thoughts lucidly.<sup>36</sup> Communicative ability is a natural by-product of character and personality combined with knowledge. The successful leader knows what to do and how it can be done. His next task is to decide what action to take and then follow up his directed action with emphasis.

#### Power of Decision

The successful leader absorbs the basic knowledge of his job. His staff and his subordinates present him with details and possible solutions or possible courses of action. With these data at hand, the leader then decides what to do. He cannot look to someone else to do his

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<sup>35</sup>Bradley, p. 6.

<sup>36</sup>Clark, p. 161.

decisionmaking for him; he alone is accountable for the mission accomplishment, so he alone has the responsibility to decide what has to be done. If the leader knows himself, if he respects himself because of his moral and honorable characteristics, if he understands his faults as well as his attributes, and if he has confidence in his knowledge of the job at hand, he is ready to decide. And he can decide with confidence based on character, personality, and job knowledge. He gives his decision, confident that this is the best decision under the circumstances. The orders are issued; and the task that remains is to follow through with the courage of his convictions, assuring that the job gets done in the time specified and that it is done properly. If his staff operates smoothly, with or without his direction, his day-to-day worries will be less. However, if his staff is new or weak, he must be ready to render additional guidance and assistance. In both cases the leader must know what has to be done, and, above all else, he must believe in himself so that he can carry through with determination to see that the mission is completed.



Leaders--Born or MadeLeadership Developed

The armed forces operate on the basic premise that leaders are made and not born. General Clark put it simply when he wrote, "The art of leading can be taught, and it can be mastered."<sup>37</sup>

World War II air veteran LTC Ira C. Eaker believes that leadership is acquired, that "one does not seem to inherit its propensities."<sup>38</sup> He does not mean by this that one cannot inherit leadership abilities. He believes that man does not inherit a natural inclination or tendency to be a leader. Certain basic leadership abilities are inherent in everyone at birth, but until these innate talents are cultivated they can be expected to lie dormant. General Cates expressed it this way: "Inherent ability obviously cannot be instilled, but that which is latent or dormant can be developed."<sup>39</sup> This is the fundamental mission of any officer training program, whether it be the Officer Candidate School, the Reserve Officer Training Corps, an officer

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<sup>37</sup>Clark, p. 160.

<sup>38</sup>Ira C. Eaker, "Some Observations on Leadership," The Airpower Historian, VIII (July 1961), 158.

<sup>39</sup>U.S., Department of Defense, p. 93.

training school, or one of the country's military academies. ADM Forrest P. Sherman, a former chief of naval operations summarized this problem well:

I concur that we can take average good men and by proper training, develop in them the essential initiative, confidence, and magnetism which are necessary in leadership. I believe that these qualities are present in the average man to a degree that he can be made a good leader if his native qualities are properly developed; whether or not he becomes a great leader depends upon whether or not he possesses that extra initiative, magnetism, moral courage, and force which make the difference between the average man and the above average man.<sup>40</sup>

Without changing the basic meaning of Admiral Sherman's statement, the author, only to support his contention that leadership is established on four fundamental qualities, would alter the statement slightly by substituting "knowledge" as it relates to job knowledge, the result of initiative, for "initiative" and "personality, character" for "magnetism, moral courage." With these minor alterations, the statement would end thus: "whether or not he becomes a great leader depends upon whether or not he possesses that extra knowledge, personality, character, and force which make the difference between the average man and the above average man."

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<sup>40</sup>U.S., Department of Defense, p. 93.

Development Possible after Seventeen

There is one other question relating to the qualities of leadership as innate or developed traits that should be explored, even if only briefly. Most authorities agree that basic character development begins in the home at a very early age and continues in Sunday school, kindergarten, elementary school, high school, college, and afterward. A child's basic morality will be further reinforced by such activities as church attendance, scouting, or other formalized training programs, and, of course, these basic ideas will definitely be influenced by childhood associations in general. By the time a boy reaches college age, his character should be well formed. Can weak or loose moral character be reformed and redeveloped along with other leadership traits? The evidence indicates that it can. COL Winston Fowler, later the associate dean for educational services at the Air Force Academy, answered the question of whether character change is possible after the age of seventeen in these words:

A positive answer to this question is lacking but most of the evidence indicates that it can be. Certainly many books, institutions, and churches have, as part of their aim, the character guidance of adults.

. . . .

Psychologists say that intellectual maturity and emotional maturity are gradual processes and may occur

over widely varying ages in different individuals. Since character involves knowledge of right conduct and control of actions and attitudes by the will, then character maturity, if there is such a thing, is a continuing process until all phases of the personality effecting character have matured.<sup>41</sup>

A key phrase is "character involves knowledge of right conduct and control of actions and attitudes by the will." A child is not born with attitudes, but he is constantly exposed to various attitudes for the remainder of his life. Attitudes on honor and integrity are the attitudes that need molding. Any successful leadership program recognizes this and, with concentration on attitudes, undertakes character molding early in life.

But any psychologist will assure you that an individual learns, unlearns, and relearns techniques all his life, while only once--and early--does he acquire his fundamental attitudes. . . . [Officer training programs] should concentrate above all on producing the officer attitude. Officer students must be schooled in conduct and behavior.<sup>42</sup>

### Conclusions

American security relies on the officer corps, with its priceless asset of good leadership, to guide the armed

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<sup>41</sup>Winston C. Fowler, "Perfecting Character: An Honor System for the Air Force Academy?" (unpublished student thesis, U.S. Air War College, 1954), p. 12.

<sup>42</sup>R. D. Heinl, "Special Trust and Confidence,"

forces through perilous positions fraught with pitfalls. To paraphrase a well-known commercial slogan, "Leadership is our most important product."

Leadership is not easy to define. There are many imponderables that enter into any attempt at an absolute description. There are eleven generally recognized principles or suggestions as to what the good leader should do. There are probably as many or more qualities a successful leader should have. But fundamentally, leadership is built on respect, and the goal of a student of leadership is to gain the respect of his subordinates by his character, his actions, his knowledge, and his forcefulness.

Personality can turn an otherwise vacuous individual into a stimulating leader. A leader is expected to be knowledgeable about his job, his unit, and his men. Once the commander has made up his mind on a course of action, his men expect him to issue the orders without vacillating and to follow up on the orders with forceful supervision.

But the basic foundation for respect is character. Men look for a man of character to lead them. This may be why honor and integrity are more admired in an individual

than are individual skills, appearance, or personality. Subordinates expect and even demand that their leaders be honorable individuals. Nothing less than an honorable man is really acceptable to meet the officer's particular set of leadership responsibilities.

GEN Matthew B. Ridgway, the commander who replaced MacArthur in Korea, stated that "it's character that counts." He elaborated thus:

Character is the bedrock on which the whole edifice of leadership rests. It is the prime element for which every profession, every corporation, every industry searches in evaluating a member of its organization. With it, the full worth of an individual can be developed. Without it--particularly in the military profession--failure in peace, disaster in war, or, at best, mediocrity in both will result.<sup>43</sup>

With this general background on the foundation of leadership, philosophies of honor codes and the relationship honor codes have in developing leadership can be discussed.

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<sup>43</sup>Matthew B. Ridgway, "Leadership," Military Review, XLVI (October 1966), 40.

## CHAPTER II

### DOES AN HONOR CODE CONTRIBUTE TO LEADERSHIP DEVELOPMENT

#### Leadership Training Program

##### What Is It

Leadership, that elusive and intangible quality, is a vital element in the makeup of the nation's military commanders. How does one acquire it? The most productive way is to participate in a formal leadership training program. One may well ask, "Just what is a formal leadership training program?" It is a course, a school, or a college program that has as one of its main missions the development of leadership qualities in its students. The federal military academies at West Point, Annapolis, and Colorado Springs immediately come to mind; however, Officer Candidate School (OCS) and Reserve Officer Training Corps (ROTC) should not be overlooked. Other institutions where military leadership receives major emphasis from the administration are Texas A&M, The Citadel, and Virginia Military Institute.

Basically, then, a leadership training program can be described as that part of a military training course devoted to preparing a young man to direct and control others during the execution of a task or attainment of a goal.

### How Does It Teach Leadership

A progressive leadership program will deal in practical applications as well as theoretical approaches; that is, actual experience is emphasized after a foundation in theory has been established. This experience is gained by practicing "in the field" the principles learned in the classroom. With this "learning by doing" method, a neophyte can regularly experiment with his new-found skills and further ameliorate his capabilities under tutelage of experienced instructors.

The U.S. Military Academy at West Point and the U.S. Air Force Academy at Colorado Springs are two military colleges that are acknowledged worldwide as institutions which conduct successful leadership programs.<sup>1</sup>

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<sup>1</sup>The U.S. Naval Academy and the U.S. Coast Guard Academy are two other reputable leadership colleges. The author has little knowledge of either; therefore, they will not be examined in this paper.



West Point training is pervaded by this one word-- leadership. The entire experience can be described as a four year leadership program since the academic and the athletic departments, as well as the military department, use every phase of the cadet's participation to cultivate his character and personality. West Point training is based on the premise that leaders are made and not born; therefore, leadership guidance becomes the responsibility of every officer assigned to the Academy. Because of this strong and continual emphasis in leadership training, progress in leadership training, progress in leadership development is within the grasp of every cadet.<sup>2</sup>

Although West Point has undergone many changes since its inception, it has always had one principal mission to perform, which is:

To instruct and train the Corps of Cadets to the end that each graduate shall have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer of the Army. In general, courses of instruction and training will be designed to develop character and the personal attributes essential to an officer.<sup>3</sup>

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<sup>2</sup>U.S. Military Academy, Building Leaders: The Story of West Point (Washington: U.S. Government Printing Office, 1949), p. 9.

<sup>3</sup>Ibid., p. 4.

From this statement one can readily understand why West Point is so concerned with developing character and other qualities of leadership.

Leadership training begins as soon as a young man enters the Academy. As a fourth classman (freshman) he is exposed to the rudiments of leadership. As the cadet matures, the scope of training expands and the cadet is given further guidance to reinforce earlier assimilated qualities. Concurrently, the cadet becomes more involved in the day-to-day leadership problems of his own cadet company. Part of this increased responsibility involves guiding underclassmen. After three years of apprenticeship, the cadet is prepared to assume higher positions of command within the cadet chain-of-command. As a first classman (senior), one of his initial duties is to instruct new fourth classmen on basic military knowledge and leadership techniques. This requirement serves the dual purpose of having the first classman learn by teaching and, more important, of giving him an opportunity to practice leadership techniques. The more sagacious cadets learn by observing the results of this combined role and further temper their

new-found skills.<sup>4</sup>

The nation's newest military academy, the Air Force Academy, at Colorado Springs, states its mission in similar terms :

The Air Force Academy provides instruction, experience, and motivation to each cadet so that he will graduate with the knowledge, character, and qualities of leadership essential to his progressive development as a career officer in the United States Air Force.<sup>5</sup>

Note again the emphasis on leadership qualities.

MG Robert W. Strong, Jr., while commandant of cadets, wrote, "The heart of the mission is development of character."<sup>6</sup>

Close examination of the methods employed by this academy discloses a reliance on practical application in order to provide experience in leadership and progressive development. Basic cadet training (a two-month intensified training period for new fourth classmen) begins with instruction in fundamental military knowledge and leadership skills. As at West Point, first classmen do most of the actual instructing during this summer program. Some of the

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<sup>4</sup>Ibid., p. 23.

<sup>5</sup>U.S. Air Force Academy, Annual Catalog (Washington: U.S. Government Printing Office, April 1967), p. 1.

<sup>6</sup>U.S. Air Force Academy, Basic Cadet Training (Washington: U.S. Government Printing Office, 1964), p. 1.

subjects they teach to the new cadets are military customs and courtesies, Air Force history, drill, professional ethics, the Cadet Honor Code, and Cadet Wing regulations.<sup>7</sup>

### Strict Discipline

An early goal of leadership training is the understanding of and the need for strict discipline. The basic cadet is taught to maintain high standards of personal appearance and to obey commands instantly. Inasmuch as discipline is considered a vital quality in military operations, much emphasis is placed in this area during the initial training.<sup>8</sup>

A recognized authority on the military society, Morris Janowitz, lists four purposes behind the strict disciplinary system at the academies. The first involves effecting a sharp break with civilian ties. A strict disciplinary system, including detailed regulation of the new cadet's daily routine, emphasis on athletics, and indoctrination in military traditions and professional etiquette, produces a quick transition from civilian life to life in a military community. Janowitz refers to a field experiment conducted in 1952 which involved new infantry troops at Fort Dix and

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<sup>7</sup>Ibid., p. 7.

<sup>8</sup>Ibid., p. 7.

indicated that a sharp break with civilian life assists, rather than retards, acceptance of the military community.<sup>9</sup>

The second reason for a strict discipline system is to ascertain whether cadets have military traits necessary for officers.<sup>10</sup> Janowitz does not enumerate those traits he considers essential, but at this early stage of the potential officer's development, such basic qualities as fortitude, diligence, perseverance, and enthusiasm are desirable if one is to endure the initial transition to military life.

A third advantage of a firm indoctrination is that it allows the cadet to determine the depth of his commitment to the military profession.<sup>11</sup> The first eight to twelve weeks of any basic training program are the most difficult for an ex-civilian to endure, and it is during this arduous period that each must decide just where his future lies. This is particularly so at the academies, where the cadet has not enlisted for a specified time (as has the Army recruit) and can resign whenever he chooses.<sup>12</sup> If the

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<sup>9</sup>Morris Janowitz, The Professional Soldier (Glencoe, Ill.: The Free Press, 1960), pp. 129-148.

<sup>10</sup>Ibid., p. 128.

<sup>11</sup>Ibid., p. 129.

<sup>12</sup>During the basic cadet training program, the resignation policy may not always be this liberal. In the

trainee is able and willing to endure the stringent requirements he is faced with during this early period, he is more likely to complete the first year and statistically there is then a greater chance that he will finish the remaining three years.

The fourth, and possibly the most important justification for a strict discipline system, is that it is a device for teaching self-control as well as resistance to panic. Janowitz includes an evaluation of the clothing formation written by an unnamed officer "whose relative detachment is attested to by the fact that he resigned from a promising military career." A "clothing formation" requires a plebe (fourth classman) to run upstairs to his room, change his uniform, and return within a time limit. The ensuing inspection invariably leads to another trip for another change of uniform. The officer believed that "the clothing formation" is a training device. He stated:

[It] accustoms a man to panic, to having to do things that require a lot of coordination, to remember a great many details and to do it under great time

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past the policy at the Air Force Academy has varied from the liberal to the very difficult, i.e., from: "You can resign at any time." to: "This year no resignations will be accepted until the end of the summer." The summer resignation policy continues to vary from year to year.

pressure. Cadets learn by this to be familiar with the feeling of panic, to control it. They learn to do things at a very fast pace, but calmly so as not to forget any details. It doesn't take much imagination to see the utility of this for a war situation. I never once saw the significance and purpose of the clothing formation when I was a cadet, but I had occasion to remember it in the war and my understanding of the significance of it came after I was actually in combat.<sup>13</sup>

Most of the rigorous routines of the "plebe" system (West Point) or the "doolie" system (Air Force Academy) have as their ultimate goal the inculcation of self-control and self-discipline so that fear and panic will not overwhelm a soldier or airman when he is faced with injury or possible death. This is not new. Experience has shown that a man has a greater chance of holding fast if he has experienced the same or similar situations and knows what to expect.

Military life can be a long, hard road and can make extraordinary demands on every member. In combat, the stresses and fears put on the men are such that the temptation to run, hide, or escape might be irresistible if their ideals and their spirits have not been prepared for the ordeal.<sup>14</sup>

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<sup>13</sup>Janowitz, p. 129.

<sup>14</sup>U.S., Department of Defense, The Armed Forces Officer (Washington: U.S. Government Printing Office, 1950), p. 15.

### Self-Discipline

Training in strict discipline remains a goal of the first cadet year, but the emphasis shifts gradually to "self-discipline" through the following three years. What is the difference?

The discipline of a cadet can be measured by his responsiveness, by his unquestioned acceptance of commands, and by his ability to adjust to changing situations. Discipline is also measured by a cadet's individual accomplishments, by his initiative, by his ability to instruct and lead others, and by his apparent depth of honor and integrity.

There are two phases of discipline training: following and leading. During the first phase the individual learns to follow. Every leader must first learn to obey his superiors. He must learn to take orders and to carry these orders through to completion. This can be referred to as "strict discipline."

While a cadet is learning this obedience to superiors, this ability to follow, he begins to develop his own ability to lead. The first requirement here is self-discipline, for before one can lead others successfully he must discipline himself. This attribute does not seem to be as



easy to develop. It is easier to follow someone in authority, someone you know you must obey, than to do what your conscience or good sense tells you to do. Ultimately, self-discipline is a primary goal of any good leadership program.

### Long Range Goals

The discussion in this section centers around the goals of the Air Force Academy because of the author's knowledge of these goals. This will assist in providing background information for a more thorough study in Chapter V.

In review, the mission of the Air Force Academy is to develop character and other qualities of leadership so that its graduates will become successful career officers in the Air Force. Practically speaking, this is the sole purpose for all military service academies--to produce officers who are "not only well trained bodies but an image of what the all-American . . . is supposed to be."<sup>15</sup> This is a high goal indeed. But this "blue knight in silver armor" does not tell the full story. The armed forces need dedicated leaders. The United States is devoting energies and funds

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<sup>15</sup>"Cheating and Symbols," Commonweal, LXXXII (21 May 1965), 277.

to train "military leaders of the future." The academy dean, BG Robert F. McDermott, continued:

We must guide young cadets to develop those qualities of leadership which will direct them toward a long-term career and a lifetime of devoted service . . . filled with a deep sense of honor and dedication to duty. . . . In the final analysis, any particular epoch is judged successful or unsuccessful according to whether or not the right type of leadership was available.<sup>16</sup>

Graduates must not think of their career as just another job that promises a little more security than most civilian jobs. Their new profession is a profession of service to their fellow Americans, and personal rewards are secondary. Indeed, this is the type of officer who is successful. Those who put country first are those to whom this country traditionally hands the mantle of leadership.

While addressing the cadets of the Air Force Academy on 14 December 1957, GEN Thomas White, then the Air Force Chief of Staff, enumerated three commodities of utmost importance to the Air Force and hence to the nation: hardware, technical skill, and leadership. The Academy must supply the leadership.<sup>17</sup>

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<sup>16</sup>Robert F. McDermott, "The Educational Challenge of the Aerospace Age," The Airpower Historian, VIII (January 1961), 2.

<sup>17</sup>Thomas D. White, "Leadership--In the Conquest of

The Academy also has as one of its goals the development of knowledgeable men, ready to operate not only in the jet age but also in the space age. Before today's graduates retire their silver wings, they will be involved in an evolution from jet aircraft to piloted spacecraft. MG James Briggs, while superintendent, wrote, "We will also have great need for officers who possess the technical knowledge, the skill, and the adventurous spirit to pilot manned vehicles through air and space." General Briggs emphasized, however, that the Academy must do more than just turn out officers with a knowledge of space vehicles and space weapons:

The Academy must produce men who understand the society and economy which support the armed forces and the military organizations they may eventually command. . . . They need to be able to explain our defense requirements clearly to political leaders. . . . They need to merit and obtain the cooperation of civilian populations at home and abroad.<sup>18</sup>

General of the Army Dwight Eisenhower once said, "My function and the ultimate function of the professional officer is to make himself unnecessary because the objective of

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Space," The Airpower Historian, V (April 1958), 78.

<sup>18</sup>James E. Briggs, "The Academy in the Aerospace Age," Air Force and Space Digest, XLII (June 1959), 44.

the armed forces is peace, not war."<sup>19</sup> But if peace fails, this profession of arms must have leaders able to plan and execute military strategy and tactics. When wars occur, academy graduates must be able to do their part in winning these wars. "It will take more dedication, more training, more discipline, more mental and physical skill than almost any other career you [the academy graduate] could have picked."<sup>20</sup>

William Leavitt, widely respected military writer, sums up the purpose of the Air Force Academy this way:

The Academy is not a civilian university. It is not an Ivy League college. It is not an athlete's paradise. Nor is it West Point or Annapolis. It is none of these things, yet contains elements of each. It is above all a mission-oriented educational institution charged with producing Air Force career officers with high qualities of leadership, professional competence, and a broad knowledge of a complex world.

. . . . .

Imperfect, dynamic, self-critical, self-analyzing, the Academy is well on its way to becoming the prime source of highly motivated, intellectually well rounded, professionally competent Air Force officers who will spend most of their adult lives in national service.<sup>21</sup>

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<sup>19</sup> Ibid., p. 45.

<sup>20</sup> J. G. Hubbell, "We Are a Different Breed of Cat, Sir," Reader's Digest, LXXXV (November 1964), 229.

<sup>21</sup> William Leavitt, "New Breed for the Space Age," Air Force and Space Digest, XLVI (June 1963), 84-85.

The goal of the federal academies is to graduate knowledgeable and honorable officers who are prepared to assume military leadership during their dedicated service to the nation. One of the methods used by West Point and the Air Force Academy to develop leadership qualities of character and integrity is a formal honor system.

The first phase in this study of a formal honor code concept is to examine the tenets of honor codes and then discuss philosophies behind successful honor systems.

### Philosophies of Honor Codes

This section provides a background by defining honor code terms and by examining several basic philosophies behind the most successful honor codes. At several institutions, a code is part of an honor system. The term "code" in this study, however, applies to both. Two sources were used for information presented in this section.<sup>22</sup>

### Definitions

What is an honor code? Simply stated, an honor code is any established set of honorable principles followed by a

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<sup>22</sup>Stanley C. Beck (ed.), Cadet Honor Code: Instruction and Reference Manual of the Air Force Cadet Wing (Colorado Springs, Colo.: U.S. Air Force Academy, 1967); and

group of people. The word "honor" can be used to describe high regard or respect, good reputation, adherence to principles considered right, and/or integrity. An honorable individual is an honest individual.

An honor code could be called a code of ethics inasmuch as ethical behavior has to do with conforming to professional or moral standards of conduct. The words "honor," "integrity," "honesty," and "ethical" are frequently interchanged in normal use, and the same custom is followed in this discussion; that is, no attempt is made in this paper to differentiate between them.

A basic honor code regulates honorable behavior as it pertains to three fundamentally dishonorable or unethical acts: lying, cheating, and stealing. A code places intrinsic values on honesty and integrity and opposes deception, theft, and fraud. Some codes admonish against accepting these dishonest acts by other members of the group and call this "no toleration." Each code should clarify the tenets it uses in order to avoid misunderstanding among group members. The tenets are defined in the following paragraphs.

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William M. Charles (ed.), Summer Honor Instruction (Colorado Springs, Colo.: U.S. Air Force Academy, 1964).

Lying.--A member will not lie. He will not make any statement, written or oral, with an intent to deceive or even mislead. From the virtue of honesty, an individual can gain a vast measure of gratification from knowing that what he says or writes can be explicitly accepted as true. He knows that he is trusted.

Cheating.--A man will not cheat. He will not practice fraud or deception. He will not swindle; that is, he will not take unfair advantage of another. In an academic environment, he will not take someone else's work and submit it as his own. He will not make use of another's efforts and achievements for his own personal advancement. An honorable man will seek or accept credit only for his own personal accomplishments.

Stealing.--A man will not steal. He will not intentionally deprive someone else of his property. He will not take articles belonging to another without the owner's permission. An honorable man will respect the property of others.

Toleration.--An honorable man will not tolerate dishonest practices by another member of the group. The honorable man has the courage to attempt to rectify a dishonest

act by confronting the perpetrator. Standards for the group have been set by and for the members; therefore all members are responsible for these standards. One who violates the trust placed in him shows himself unworthy and forfeits his right to membership. It could not be otherwise if the reputation of the group is to survive.

With these tenets clarified as a departure, five underlying philosophies can now be discussed. These philosophies are fundamental ideas concerning the successful development and employment of an honor code. The ideas are not new, but the author, on the basis of long experience with honor codes, believes that an understanding and an adoption of these five philosophies provide a group the best chance of employing a successful honor code.

### Five Philosophies

Minimum Standards.--In any institution an honor code, or a code of ethics, cannot possibly legislate against all dishonest, illegal, or immoral acts; nor should it try. An honor code is basically a minimum standard of conduct, whether it be ethical, honorable, or moral. An honor code should be divorced from a legal code; that is, it should be separate from a codified law, a list of rules or administrative regulations. Experience has shown that a workable,



effective honor code cannot long regulate against speeding, curfew, inebriation, gambling, or hazing any more than it can legislate against profanity, blasphemy, vulgarity, and lasciviousness.<sup>23</sup> An honor code should not be used as an end in itself; it should be considered as a foundation on which greater ethical and moral conduct is framed. Again, an honor code is nothing more than a minimum standard of conduct for an honorable man.

Familiar Tenets.--The tenets or standards of an honor code are certainly not new to the vast majority of those who might apply to a group for membership. Basic morality is taught in nearly every American home; the tenets gainsaying lying, cheating, and stealing are familiar precepts in American society. Nearly every child is taught to tell the truth, do his own work, and respect the property of others. When a boy joins a group he brings with him a basic understanding of these ideals. Consequently, his personal standards may be higher than the established standard or they may be lower; but they are not necessarily stabilized. An honor code advocates adherence by the group to honorable

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<sup>23</sup> Hazing is used to describe abusive, humiliating, and sometimes painful ordeals that upperclassmen force freshmen to undergo.

values already established to some degree in each of its members.

The Spirit of Honor.--A workable and beneficial honor code is not a set of firm rules that must be strictly followed. Literal interpretation of its tenets leads to a search for loopholes, and this legalistic approach should not be the "guiding light." Rather than referring to a book of rule interpretations or tenet definitions, an individual faced with a problem in honorable conduct need only call on his conscience for the answer. His determination to act properly and honorably will insure that his actions are above reproach; if he "errs," it will be on the side of honor. This is the spirit behind a code of honor: do the right thing at the right time. This is the "guiding light."

Habitual Nature of Honor.--Most Americans have some schooling in the basic beliefs of honorable conduct; that is, they have been repeatedly exposed to teachings of these beliefs in their day-to-day experiences. Will this early inculcation instill a standard of honorable conduct that is equal to the standards established by an honor code? A code is but a minimum standard of honorable conduct; therefore, how does one reach that standard if his previous levels of

conduct were low?

Honor is a virtue, a moral virtue of proper conduct. The doing of right, while perhaps not fully imbued as an ideal within man, can be developed. An honor code is a method of further developing and maturing this virtue of honor. The capacity for honesty is within man; he needs, however, practice.

Aristotle once said: "Neither by nature, then, nor contrary to nature do the virtues arise in us; rather we are adapted by nature to receive them, and are made perfect by habit."<sup>24</sup> Honor is not unobtainable, for there is in man's nature a propensity for becoming honorable. How does this virtue mature? We, in the age-old words of Aristotle, "are made perfect by habit."

How one develops this habit is a logical question to be examined at this point. An honor code cannot produce instant integrity. With sufficient opportunity to nurture basic beliefs, however, a deep feeling of personal integrity can be, and invariably is, developed. From this the "spirit" of honor emerges.

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<sup>24</sup>Aristotle, "Nichomachean Ethics," trans. W. D. Ross (1925), in The Great Books (Chicago: The Great Books Foundation, 1955), III, 26.

With a minimum standard of conduct as a guide, the individual encounters daily situations in which his honor is tested. Most of these result from minor day-to-day events that rarely require deep thought. The individual becomes schooled in integrity by making daily choices of right or wrong. His code and his conscience become his guide, and rarely is there a conflict. One might say that honorable conduct becomes habit forming, it becomes "second nature." The individual acts honorably according to his acquired, habitual nature. Hence, one can see the validity of the philosophy proposed by Aristotle: the habitual nature of honor.

The Code Belongs to the Group.--It is a cardinal principle that an honor code belongs to the group that makes use of it. An outside force should not attempt to dictate honorable conduct to a group which is under its control. The responsibility for a code's philosophy and its operation (even its successes or failures) does not, in the final analysis, really belong to an individual or an administrator who is not a member of that group. In the case of a college, or an academy, an attempt by the administration or the faculty to impose a formal code of honor on its student body would invite disrespect and disregard for the code. Why?

Because this system would then no longer be a code for honorable conduct but a tool to ease administrative control by forcing standards of conduct or by enforcing regulations. Guidance, assistance, advice--yes, but not dictation.

This doctrine of "no ownership" carries over to graduates. While a member of the student body, the individual is responsible for the code. But when the member graduates, his responsibility for that code does not accompany him. A new class has entered and it, along with the older classes, inherits the code and the responsibility for its success.

It is not implied by this that the faculty or the alumni should not be consulted if major changes are contemplated. The administration responsible for the over-all operation of the institution should be consulted for counseling and advice. The alumni, no longer directly connected with the institution, may be advised as a matter of courtesy, but such should not be a mandatory requirement. Therefore, unless the faculty or the alumni have cogent reasons, they should never attempt to interfere with the student body's honor code.

The author's experience has shown that too much supervision can have a stifling effect on the complete

acceptance of a code by the students. The policy of student control and responsibility is based on the principle that the maintenance of such a high ethical standard requires the common assent and enthusiastic support of the entire student body. The quickest way to destroy this common support is for an outside body to dictate change or enforcement. Unfortunately, there are academic institutions that do this, and, despite claims to the contrary, full acceptance by the student body of their code is problematical.

#### Summary

An honor code is constructed on one or more of four basic tenets: the honorable individual does not lie, he does not cheat, he does not steal, and he does not tolerate dishonesty in the other members of his group.

The philosophy behind a successful code contains the following five generally accepted beliefs:

1. The code is a minimum standard of honest conduct. This minimum standard is a cornerstone on which higher standards of morality and ethical conduct are developed.
2. This minimum standard of conduct is not new to the vast majority of Americans. Moral teachings originate in the churches, schools, and homes and provide a basis for

further solidification of honorable conduct.

3. A workable code is not predicated on a set of rules that must be consulted before action. Honor is fashioned from a "spirit" that pervades throughout a lifetime, and the spirit of the "right" action is forever the guide.

4. Honorable conduct is habit forming. Through using his code every day, one becomes accustomed to the pride that accompanies integrity. Honor becomes "second nature." The habitual nature of honorable conduct strengthens an individual's character.

5. An honor code belongs completely to the group that applies it. In the case of an academic society, the honor code is supported, managed, and judiciously guarded by the entire student body. Character cannot be developed by moral regimentation.

In previous pages, the author has discussed leadership and has examined its parts. He has investigated leadership training programs to determine just what they entail. Tenets and philosophies behind honor codes have been inspected. Now, by combining these concepts, the next question--Is an honor code an effective leadership tool?--seems obvious.

## Is an Honor Code a Leadership Tool

### Cadet Viewpoint

A brief study of the academies' missions has shown that they provide instruction, experience, and motivation during their four year programs. Their goal is to graduate and commission career officers with knowledge, character, and leadership qualities. The author has stated that knowledge and character are two qualities which make an effective leader. These, coupled with personality and the power of decision, combine to produce respect, the fundamental foundation of leadership. Do honor codes help develop character?

Since an honor code belongs to members of the group which uses it, their thoughts on the code should be considered. The honor representatives of the Air Force Academy present their beliefs clearly in a pamphlet, sent to all cadet candidates, which states, in part:

We . . . believe that . . . you should gain a better understanding of one of the most important aspects of your life as a cadet and as a future officer.

We want you to understand how we feel about this Code and to realize that living under it is a privilege and inspiration to all cadets.

We believe that strength of character is one of the most important ingredients of manhood, and that a high degree of personal integrity is the foundation for a



strong character.

In order to foster development of strong character and a high degree of integrity in the Cadet Wing, we have chosen to establish and live by our Cadet Honor Code.

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The goal of our Code is to help us develop the quality of character we will need as professional officers. That goal is best achieved, we believe, by the Cadet Honor Code which is a cadet institution.<sup>25</sup>

This is a compelling and stirring declaration of ethical beliefs. Condensed, it asserts that character, born of personal integrity, is a dominant ingredient of manhood. To develop character, the cadets have chosen an honor code. It is their code, a pinnacle of cadet life, and it is a privilege and an inspiration for all cadets.

#### Academy Viewpoints

The use of an honor code as a tool for leadership training had its beginning during the early days of West Point. MAJ Sylvanis Thayer, revered as the "father of the Military Academy," strongly believed that an army, within its officer corps, must have integrity in thought, word, and deed. Recognizing that the new cadet was at an age where

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<sup>25</sup>The Honor Representatives, The Cadet Honor Code [Pamphlet for Candidates] (Colorado Springs, Colo.: U.S. Air Force Academy, 1967) [pp. 3-6].

development of character was still possible regardless of background, he undertook procedures that laid the foundation from which an honor system eventually evolved. Reports from many subsequent superintendents reflect an increase in emphasis on character training, the most important factor of this training having been the primacy given the cultivation of a sense of honor.<sup>26</sup> Through the years this feeling for honor, this belief in honorable conduct by the cadets, evolved into a vigilance committee and eventually to the present-day formal code.<sup>27</sup>

The Air Force Academy's statement pertaining to the use of an honor code as a leadership training device is simple and direct: "The Honor Code is a tool for self-discipline by the cadets themselves."<sup>28</sup>

From an interview with BG Louis T. Seith, Air Force Academy commandant of cadets from 1965 until 1968, Chaplain R. J. Calkins wrote that General Seith believes the Honor

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<sup>26</sup>George S. Pappas (ed.), West Point Sesquicentennial, 1802-1952 (Buffalo, N. Y.: Baker, Jones, Hausauer, Inc., 1952) [p. 12].

<sup>27</sup>This evolution is covered in more detail in Chapter IV.

<sup>28</sup>U.S. Air Force Academy, Annual Catalog, 1967 (Colorado Springs, Colo.: U.S. Air Force Academy, 1966), p. 121.

Code to be an educational tool, an exercise in discipline in the perfection of a military officer. General Seith feels that the Honor Code--and the principles it adheres to--is one of the two important cornerstones of a military profession; the other being the ability to accept and carry out responsibility.<sup>29</sup>

### Is Honor Training Needed

Cadets at the Air Force Academy and West Point consider their code a primary means of instilling honesty and integrity in themselves, but they do not necessarily believe that this is the only means to develop character. They realize that armed forces officers from other commissioning sources may have as deep a respect for honorable conduct as academy graduates.

Before World War II, members of the officer corps had a reputation of being "officers and gentlemen." Coincident with the rapid expansion of the armed forces during World War II, however, many of the new officers received their commissions following a relatively careless indoctrination in customs, traditions, and military honor. This

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<sup>29</sup>Raymond J. Calkins, "The Morality of the Air Force Academy Honor Code" (unpublished Master's thesis, Catholic University, July 1966), p. 85.

apparent requirement for quantity at the expense of quality resulted in less attention to standards of integrity throughout the officer ranks. As a consequence of this apparent reduction in personal standards of ethical conduct, GEN Carl Spaatz, while Air Force Chief of Staff, convened a special board of civilian sociologists and military leaders to consider the need for a code of ethics for Air Force officers. Many Air Force leaders believed that "the problems of reconversion to a peacetime force were excessively complicated by the failure of many officers to live up to a code of behavior implicit in military life." The research group conducted exhaustive research for more than two years, but unfortunately the Korean War disrupted the project and the study has never been completed.<sup>30</sup>

Although this research group dissolved, the problem of lower standards of honor remained. In an address before the student body of the U.S. Army Command and General Staff College, GEN Harold K. Johnson, Army Chief of Staff, declared, "We structure our whole army on the basis of

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<sup>30</sup> Howard G. Janssen, "A Proposed Code of Ethics for Air Force Officers," Air University Review, XIX (March-April 1968), 80.

distrust. . . . People don't trust each other."<sup>31</sup>

Yale graduate LTC R. D. Heinl offered six principal causes for lower standards of honorable conduct. He listed: (1) egalitarianism on the national scene, (2) continuing large size of the armed forces, (3) easy-going indoctrination of young officers, (4) administrative overriding of individual discretion, (5) side effects of the Uniform Code of Military Justice, and (6) general relaxation of strict discipline and officer self-discipline. Heinl regarded the last factor as the fundamental cause for the officer's loss of "special trust and confidence."<sup>32</sup>

Restoring trust is not nearly as easy a task as destroying it, but it is a task that should be undertaken. Two of the eight "cures" Heinl proposed are apropos to this discussion. First, officer molding institutions must school their students in conduct and behavior. The fledgling officer must learn in an atmosphere permeated by the officer's code of integrity. Second, officers must develop

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<sup>31</sup>Harold K. Johnson, "The Role of the U.S. Army in National Security," Address before the students, staff, and faculty of the U.S. Army Command and General Staff College, Fort Leavenworth, Kans., 14 December 1967.

<sup>32</sup>R. D. Heinl, "Special Trust and Confidence," United States Naval Institute Proceedings, LXXXII (May 1956), 463.

self-discipline. As an adjunct to this, they must have the courage to discipline transgressors and eliminate fellow-officers who fail to live up to the code of their profession.<sup>33</sup>

A logical question to arise is where the nucleus of an honorable officer corps should originate. The author contends that the nucleus should be developed in the service academies.

#### Setting the Examples and Establishing the Standards

Janowitz, in his previously quoted study of the American military profession, acknowledges that the academies set standards of behavior for the entire military profession. The academies are the source of the pervasive "like-mindedness" about honor and integrity which should prevail among military men.<sup>34</sup>

Do the academies recognize and accept this obligation? They do indeed! To illustrate how strongly this responsibility is understood, General Seith stated:

Officers and men of the Air Force are expected to have the same high standards of integrity and devotion to duty as are espoused in the Cadet Wing; as a matter of

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<sup>33</sup>Ibid., p. 471.

<sup>34</sup>Janowitz, p. 127.

fact most of them do have these standards. Certainly there are those whose standards of integrity will fall below those of the average graduate. This does not mean that the new graduate will have to lower his own standards but rather that he will--in company with many non-graduate officers and NCO's--set the pace. He will be respected for his honesty; and rather than to emulate mediocrity by lowering his own standards he will be expected to inspire those around him to raise their standards.

From a letter the Academy had received from retired LTG Elwood "Pete" Quesada, General Seith quoted these words:

Upon reflection I am convinced that [West Point] Academy graduates establish the high standards of honor that characterized the military establishment during the period I was on the active list. Those of us who did not attend the Academy were glad to mimic the standards of those that had, and more importantly, we were glad to follow their example. It is not my intention to imply that the non-graduates of the Military Academy were lacking in ethical practices. I do mean to suggest, however, that the training at the Academy, with accent on honor and duty, set a high goal for us all.

General Seith, exhorting the young cadets "to inspire and to enforce high standards of integrity in [their] circle in the Air Force" when their turn came, declared: "Your influence will be strongly felt one day. It must be felt."<sup>35</sup>

#### Summation

Leadership programs, such as those at the federal academies and military colleges, teach leadership qualities

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<sup>35</sup> Louis T. Seith, "Commandant's Talk on Honor,"

by providing theory and opportunities for practice under the guidance and advice of experienced and capable mentors. An early goal is the inculcation of strict discipline which develops the ability to receive and carry through orders from higher authority. Later in the leadership program, self-discipline is emphasized to prepare the student to instruct and to lead others. Other important goals include providing inspiration toward a lifetime of dedicated service to the nation and producing knowledgeable leaders ready to guide the country during its move through the space age.

An honor code is a set of ethical principles established and followed by a group. A basic code opposes the vices of lying, cheating, and stealing. In addition, an honorable man will not tolerate these vices in another member of the group.

There are five fundamental or basic philosophies behind a workable honor code:

1. The members must understand that their code is only a minimum standard of conduct, not an end in itself.
2. An honor code is based on old established tenets of moral virtue, tenets taught in nearly every American

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Address before the Class of 1971, U.S. Air Force Academy,  
18 August 1967.



home. One's personal standards of conduct may be higher or lower than those set by the group, but the values are not unknown.

3. An honor code is actually an easy guideline to follow if one does not become involved with legalistic interpretations. The "spirit" of honor involves a simple decision to do the right thing.

4. Honor development is based on the habit-forming result of day-to-day choices of the proper and honest act. Honesty becomes "second nature" by practice, hence, the habitual nature of honor.

5. An effective code belongs wholly to the members, not to the college or the faculty. It is the members' code to adopt, follow, and modify as they see fit. The faculty should, and the alumni may, advise and counsel; but they should never dictate, for heavy-handed control by the faculty could rapidly turn the code into another administrative controlling device.

Cadets of the academies believe their code is a dominant method for developing personal integrity and character. To them, living under such a high set of ideals is both a privilege and an inspiration. The academies have long recognized the need for their leadership program to

include character development as a leadership-training tool. An honor code is a method of instilling self-discipline and honesty. The honorable reputation that the officer corps enjoyed for decades suffered during World War II as a result of the necessary rapid expansion and an easy-going and cursory leadership indoctrination. Today, the academy graduate should have a deep sense of integrity and, by his honorable actions, should inspire those with whom he comes into contact. The graduate must set the example and help raise the standards of honorable conduct. This is a responsibility all graduates must recognize, and their influence must be felt.

GEN Mark Clark, famous allied commander in World War II and the war in Korea and president of The Citadel from 1954 to 1965, drew from a breadth of experience when he wrote the words that are used here to summarize the foregoing chapter very succinctly:

A stern code of ethics, a strong sense of personal morality, "obedience to the unenforceable"--these are qualities a leader must have at the core of his being. This is why military schools and colleges put so much stress on duty and honor, love of God and country. They know that without a firm moral base a man is too unsure of himself to be an effective leader.<sup>36</sup>

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<sup>36</sup>Mark W. Clark, "What It Takes To Be a Leader," Reader's Digest, XCI (July 1967), 162.

Thus far, honor codes have been studied as they relate to leadership. Since, however, leadership development is not a primary goal of most colleges and universities, their reasons for employing an honor system should be explored. Chapter III is devoted to a study of academic cheating because the efforts of most college honor codes are oriented primarily on preventing this problem.

## CHAPTER III

### CHEATING ON THE COLLEGE CAMPUS

#### Introduction

In almost every case the establishment of an honor code has been the result of the revelation of excessive dishonest practices in the area of academic endeavor. Through the years student cheating has become more common and more flagrant until both the faculty and the student body have risen up against academic dishonesty and attempted to develop a system designed to decrease or, hopefully, eliminate this dishonesty.

In January 1965, the Air Force Academy "cheating scandal" unfolded and caused wide-spread anxiety and condemnation. Parents were astonished, educators were aghast, writers deplored the situation, and reporters exploited it.<sup>1</sup> Charges and countercharges were freely vituperatively

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<sup>1</sup>For an in-depth study on this problem, see Donald W. Rayment, "The Air Force Academy Cheating Scandal: An Administrative Study of the Problems Associated with the Public News Media" (unpublished student thesis, Air Command and Staff College, 1966).

exchanged as affirmative and negative positions were touted. Through it all, judging from the numerous letters that newspapers received, the average citizen was bewildered.

What was the reaction of approximately 2,400 cadets who were not involved in the cheating? Most of them were stunned; all were understandably disappointed with their guilty classmates and fellow cadets. As the public abuse increased, many cadets became defensive. They genuinely could not understand why the Cadet Wing and its Honor Code should bear such undeserved criticism. The vast majority of the cadets had not cheated. Nor had the Cadet Honor Code cheated. More to the point, many recognized, even if the "press" ignored it and the "public" was unaware of it, that cheating was a problem at other universities as well.

Because of cheating surveys and the "cheating scandals," there has been a resurgence of interest in cheating and in honor codes. This study on college cheating will serve as an introduction to Chapter IV, which examines college honor codes to determine if all codes are effectively suppressing cheating and developing honesty in the student.

#### Cheating Surveys

In 1951, a Yale University dean, in a letter to other college administrators, wrote: "Since the war we have

been a bit troubled about the manners, rudeness, and lazy ethics of some students, especially [with regard to] cheating and attendance at classes."<sup>2</sup> Just how much cheating takes place in educational institutions throughout the United States is partially revealed from the results of several surveys conducted in the past three years. A respected newspaper editor, V. Dabney, declares that dishonesty in the classroom is not new and that considerable evidence indicates that it has been increasing over the past few years.<sup>3</sup>

It is ironical that shortly before the Air Force Academy cheating incident occurred in January 1965, the Bureau of Applied Social Research at Columbia University completed a cheating survey among college students and deans. One magazine called it "the most comprehensive study ever made of cheating among U.S. college students."<sup>4</sup> How much cheating did the survey reveal? "More than most

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<sup>2</sup>Winston C. Fowler, "Perfecting Character: An Honor System for the Air Force Academy?" (unpublished student thesis, Air War College, 1954), p. 12.

<sup>3</sup>V. Dabney, "Cheating Can Be Stopped," Saturday Review, XLIX (21 May 1966), 68.

<sup>4</sup>"Startling Survey on College Cribbing" [hereinafter referred to as "Cribbing"], Life, LVIII (5 February 1965), 84.

college officials realize," declared another magazine.<sup>5</sup>

A total of 5,422 students from 99 colleges and universities took part in the survey. (Of these, 502 had been student-body presidents.) Nearly one-half of the 5,422 students who returned cheating questionnaires admitted that they had engaged in some form of cheating since they had been in college, and more than one-half said that they had observed cheating among other students.<sup>6</sup>

Some of the results of this enlightening survey could have been predicted. For instance, cheating is more prevalent at large schools and occurs more often in large classes and in courses that rely on lectures and textbooks rather than on smaller seminars and individual research. Other predictable data: cheating occurs more often on true-false and multiple-choice examinations and less often on essay type tests; more often on frequent and standardized tests that are not varied from year to year.<sup>7</sup>

Sororities and fraternities have enjoyed a unique position on the American campus. Traditionally, membership

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<sup>5</sup>"Amount of Cheating on U.S. Campuses" [hereinafter referred to as "Cheating"], U.S. News & World Report, LVIII (8 February 1965), 10.

<sup>6</sup>Ibid.

<sup>7</sup>"Cribbing," p. 84.

has been eagerly sought by a majority of new students, and acceptance by an "in" organization enhanced a student's personal reputation. Supposedly, the best "houses" selected only the better students; therefore, it is unexpected to learn that cheating abounds more on campuses with sororities and fraternities.<sup>8</sup>

The highest percentage of cheaters (68 per cent) are mediocre students who treat grades with little concern. This is to be expected, as is the fact that students with poor grades cheat more readily. (Of students with a C-grade or lower, 57 per cent cheat.) But surprisingly, 37 per cent of "A" students admitted cheating.<sup>9</sup>

Men cheat more often than women, and cheating is rampant among students with athletic scholarships (74 per cent). Forty-five per cent of students with academic scholarships and 41 per cent with scholarships based on financial need confessed to cheating. More than 90 per cent of all students questioned declared that they were opposed to cheating on moral grounds.<sup>10</sup>

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<sup>8</sup>"Cribbing," p. 84.

<sup>9</sup>"Cribbing," p. 84.

<sup>10</sup>"Cribbing," p. 84.



If a composite cheater were described, the worst risk would be a young man attending a large university on an athletic scholarship, making C- grades, and surrounded by an atmosphere of leniency toward cheating in the classroom.<sup>11</sup>

From this survey, it appears that the colleges that have the most cheating are those where lenient punishments are imposed for academic dishonesty. It appears that few who cheat are caught, and seldom are those caught dismissed or even suspended.<sup>12</sup>

A composite student least likely to cheat could be described as a girl on an academic scholarship at a small all-female college. She has good grades and takes tests under a student run honor system. The student body has a tradition of strong disapproval of cheating.<sup>13</sup>

These are impressive statistics (see Table 1), but they are not without weaknesses. The average number of questionnaires returned was about 54 per college. This is a sampling, but a statistical analyst would feel more confident with more returns. Nevertheless, the percentage of those who did admit cheating forcefully reveals that a

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<sup>11</sup>"Cheating," p. 11.

<sup>12</sup>"Cheating," p. 10.

<sup>13</sup>"Cheating," p. 10.

TABLE 1

## SUMMARY OF COLUMBIA UNIVERSITY CHEATING SURVEY

<b>Fraternity and sorority members cheat more than nonmembers.</b>		<b>Fewer cheat when student opinion disapproves of cheating.</b>	
	Per cent who cheat		Per cent who cheat
Students		Where disapproval is--	
Where no fraternities exist	46	Very strong	23
Nonmembers where		Fairly strong	36
fraternities exist	49	Moderate	50
Fraternity, sorority members	52	Fairly weak	59
Members who live in fraternity or sorority houses	61	Very weak	69
<b>Students with lower grades tend to cheat more.</b>		<b>Those with scholarships cheat less--except for athletes.</b>	
	Per cent who cheat	Scholarships	Per cent who cheat
Grade average		based on--	
A	37	Financial need	41
B	43	Academic ability	45
C	54	Students without scholarships	51
C or below	57	Athletic ability	74
<b>Family income or occupation has little to do with cheating.</b>		<b>Cheating is more common in co-ed colleges.</b>	
	Per cent of students who cheat		Per cent of colleges with a high level of cheating
Father's occupation		Type of school	
Professional	45	All female	19
Executive, managerial	49	All male	50
Other white-collar	51	Co-educational	61
Blue-collar	54		

Study by Columbia University's Bureau of Applied Social Research based on a survey of 5,422 students at 99 colleges and universities, coast to coast.  
 Sources: "The Amount of Cheating on U. S. Campuses," U. S. News and World Report, LVIII (8 February 1965), 10.

situation of low honorable standards exists in many colleges. The first step toward determining a possible solution to this problem is an examination of causes and cures.

### Some Causes of Cheating

There are a number of causes that have contributed to the prevalence of cheating in the college classroom today. Broadly, they can be categorized under academic pressures, student non-motivation, athletic emphasis, classroom procedures, and changing moral standards of society. Each is examined briefly to provide an understanding of some of the problems college honor systems face.

### Academic Pressures

With regard to college attendance, pressures begin early in young peoples' academic career. They are taught that a college education is of utmost importance for future career success and financial security. They learn that graduation from the more reputable colleges invariably leads to better professional positions. And the students realize that superior performance while at college results in more numerous and lucrative job offers. The economic returns are just too great to pass by when one thinks of the future. College degrees represent wealth. Many students,

recognizing that their mental capabilities are not equal to those of more gifted students, resort to dishonest methods in order to maintain the pace and possibly secure a bit of that wealth.

Parents play a contributing role in the student's dilemma since they, possibly more than the student himself, desire the "good life" for their offspring. They would like their child to avoid their "mistakes" and they try to motivate the student to reach for horizons they, the parents, were unable to obtain or were too lazy to achieve. Parental pressures can be suffocating. Dabney states that "pressure from home for high marks is one of the chief reasons why boys and girls cheat."<sup>14</sup>

Rolf E. Muuss, a consultant to the graduate program in elementary education at Goucher College, Baltimore, comments:

This brings into the open the real problem--parental overexpectations as well as time and grade pressure.

. . . . .

With the present emphasis on academic excellence and the resulting pressure for good grades extending all the way from college to kindergarten, cheating is probably on the increase. To better understand cheating behavior

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<sup>14</sup>Dabney, p. 68.

in general, one might consider the dynamics that contribute to it. . . . Cheating . . . was obviously the result of motivation to high achievement.<sup>15</sup>

### Student Non-Motivation

Many students become involved in activities and clubs that consume valuable study time. There are students who must work before or after classes to obtain money to defray their college expenses. There will always be students who resort to "cutting corners" to save time--time to be devoted to jobs, clubs, or recreation.

Recreation is often an easy excuse for resorting to cheating. The "live while you're young" atmosphere, the "fast life" of the "swinging beat," fast women, and faster cars captivate many teenagers who enter college without clearly defined goals. Once a student falls behind in his studies, it will be easier for him to rationalize and consider cheating a necessary evil if he wants to graduate.

### Athletics

There have been far too many publicized episodes of unsavory recruiting practices for a realist not to anticipate a high percentage of cheating among athletes. As

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<sup>15</sup>Rolf E. Muuss, "Classroom Incident: What Would You Have Done?," NEA Journal, LIV (November 1965), 56-57.

noted, the Columbia University survey revealed that 74 per cent of the students who had athletic scholarships confessed that they cheated.

The pressures on the football student are great. Practices are long and gruelling, play memorization and other mental preparations levy stiff time penalties on the student vitally interested in maintaining his athletic scholarship, and the pressure to win is always present.

Representative Samuel Stratton, frequently vocal on this topic, has declared:

Are football players congenitally immoral? That is obvious nonsense. . . . Cheating is rife at many institutions of higher learning. Athletes are even more academically pressed than the run of students, and the more the sport is emphasized, the greater the temptation.

. . . . .

If a little cheating will keep the hero off the ineligible list, does anyone expect him to refrain?<sup>16</sup>

The ever-present desire of alumni and other team supporters to have winning athletic teams leads to recruiting inducements that convince many youngsters that their elders will resort to deliberate deceit. Arthur Daley, New York Times sports editor, wrote that young people, by this

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<sup>16</sup>"Fields of Friendly Strife," Nation, CC (8 February 1965), 126.

constant example, are taught "how to cheat, even before the kids have left high school." Jesse Abramson, when with the New York Herald Tribune, wrote that immorality "starts with college bidding for the blue chip schoolboy athlete."<sup>17</sup>

### Classroom Procedures

The instructor is a key figure in any solution to student ethical conduct within the classroom. If the teacher is lazy and exhibits a lack of interest, the same feeling will naturally be assimilated by many of the students. If the instructor (assuming he has a choice in the matter) reuses old examinations instead of composing new ones, if he continually resorts to time-saving true-false and multiple choice questions, he is inviting an increase in cheating. If his literary or scientific research assignments are the same year after year, the student will invariably consult the "master file" collected over the years by his fraternity. Some students resort to plagiarism in order to save time. "Stuffing themes" with fictitious quotations and filling in bibliographies with imaginary books can develop into common practices in classes of lazy instructors.

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<sup>17</sup>Dabney, p. 68.

If cheating is discovered and overlooked or ignored, it will increase. However, the cheating problem can be compounded by unfair or unfounded punishment; inconsistent or unequal adjudication begets unethical returns. Instead of an unfair punishment being a deterrent, it invariably causes the recipient to "get even" by cheating again, but this time cheating even more furtively.

### Declining Moral Standards

Today we are in an age of increasing violence, preoccupation with sex, and lawlessness. This has become an era of civil disobedience, sit-ins, and protest marches. Riots, which escalate to arson, looting, and sniping, are no longer an uncommon occurrence in the larger cities. These are disturbing examples of the "ills of our society," and in these troubled times many thoughtful citizens have become increasingly vocal about causes. Educators, authors, and clergymen have taken the lead in writing and speaking with understandable concern about the effect of this "moral decay" on today's youth.

Earlier in this thesis, the author discussed the vital role parents play in moral and ethical guidance of their children. Parents have the responsibility to teach and influence their children by word and deed. If parents



fail in this responsibility, if they fail to set the example, then they must hold themselves accountable for subsequent immoral or dishonest acts committed by their children.

The Reverend Paul Noren of Denver, Colorado, in a discussion of cheating at the Air Force Academy, fixed much of the blame squarely on the shoulders of unconcerned parents:

Rather than pointing a finger at these young men (which well could be a scapegoat gesture), we might do better to look within. The timbers of our civilization are weakening before the dry-rot of sin--adult sin, not just the foibles of youth. When [Colorado] Governor [John] Love's Committee on Respect for the Law interviewed a group of high school youths, they complained that their parents were "too busy," "too lenient," "too preoccupied" to give guidance at home.<sup>18</sup>

Here, Rev. Noren clearly identifies one root of student cheating in college. Parents were simply not fulfilling their responsibilities of providing guidance and direction at home.

Rev. Noren continued with an additional charge against lax parents--their failure to set the proper patterns of moral and ethical conformity:

What may we expect of our young when their parents boast of "getting by" with income tax evasions; when a

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<sup>18</sup>Paul H. A. Noren, "Our Society and the Honor Code," Denver Post Empire Magazine, 14 February 1965.

father stations his child in the back seat of an automobile with field glasses to keep watch for the possible approach of a patrol car as the vehicle races over the highways at speeds in excess of 90 miles an hour?<sup>19</sup>

Shortly after the news of the Air Force Academy cheating incident became public, a newspaper columnist wrote a severe indictment of parents, relatives, and other elders who set imperfect examples of ethical conduct. Because of its analogous clarity, parts of it are worth repeating here.

The education of Johnny O. Muddle, or the evolution of a young man who cribbed at a service academy: When he was 6 years old, he was with his father when they were caught speeding. His father handed the officer a \$5 bill with his driver's license. "It's okay, son," the father said as they drove off, "everybody does it."

When he was 8, he was permitted at a family council, presided over by Uncle George, on the surest means to shave points off the income tax return. "It's okay, kid," his uncle said, "everybody does it."

.....

When he was 12, he broke his glasses on the way to school. His Aunt Francine persuaded the insurance company they had been stolen and they collected \$27. "It's okay, kid," she said, "everybody does it."

.....

When he was 16, he took his first summer job, at the big market. His assignment was to put the over-ripe tomatoes in the bottom of the boxes and the good ones on top where they would show. "It's okay, kid," the manager said, "everybody does it."

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<sup>19</sup>Ibid.

When he was 17, his older brother, Lance, who was just under 7 feet tall, studied offers from 21 universities who needed a tall basketball center. He selected the one that offered the biggest down payment on a new car and gave a scholarship to his girl friend, Gertrude. "It's okay, kid," the recruiter said, "everybody does it."

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When he was 19 [and a cadet], he was approached by an upperclassman who offered the test answers for \$3. "It's okay, kid," he said, "everybody does it."

Johnny was caught and sent home in disgrace.

"How could you do this to your mother and me?" his father said. "You never learned anything like this at home." His brother, aunt and uncle also were shocked.

"The youth of today are failing," said the psychiatrist. "They refuse to determine between right and wrong."

"More than 50 per cent of our students are cheats," said the educator. "It's shameful the way young people carry on today."

"Tch, tch," said the moralist.

.....

If there's one thing the adult world can't stand, it's a kid who cheats.<sup>20</sup>

Is there one among us who has not at one time or another cut corners, who has not taken the "easier" (but unethical) way in order to save money, conserve time, or

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<sup>20</sup> Jack R. Griffin, "Can't Stand a Kid Who Cheats," Chicago Sun Times [date and page unknown].

preserve pride? "How could you do this to us? You never learned anything like this at home!" Certainly the usual cheater had been taught to distinguish between right and wrong; therefore, he must bear the direct consequences for his own dishonest actions. However, this society must conduct a search for causes with realism. It appears that when Johnny's parents were trying to teach him right from wrong, they were actually teaching him that the "right" action is to look out for "number one"--to wit, Johnny. The true "wrong," as it appears to some misguided souls, is in being caught. This society would be in serious trouble culturally if this became a common doctrine.

In a society where Christianity and Judaism provide the framework for spiritual strengths, it appears that religious leaders, too, have fallen short of their moral and ethical leadership responsibilities. The president of Chatam College, Edward Eddy, feels that while the parents are partially at fault, the church, too, has not completely fulfilled its responsibilities to today's questioning youth. He wrote:

We cannot ignore the plain fact that there is in our society a noticeable decline in the influence of family and church. In particular, the church has failed badly to answer the moral questions of youth. Many young ministers, priests, and rabbis, fresh from their training,

are unprepared to answer. Many of the older . . . are content merely to attack students from the pulpit and disappear behind the chancel as soon as the service is over.<sup>21</sup>

It may very well be that the questions youth are asking today are just too difficult for mere humans, theologians though they may be, to answer. Today's generation of college students is more dubious of the adult world and, hence, seems to be more skeptical and pragmatic about heretofore accepted beliefs and customs. Religious faith has been waning; therefore, is God, as Freidrich Nietzsche bluntly stated, dead? Certainly not, but to many adults and young adults alike, God is dying.

In a sense, God--the personal, omniscient deity of Christendom--has been dying for centuries. His lordship over the world has been threatened by every scientist who discovered a new natural law of organic growth, by every invention of man that safeguarded him against "act of God" disaster, by every new medicine that tamed a disease and solved another mystery of life. But it is the 20th century, the age of technological miracle, that has seen the triumph of the Enlightenment and the apparent banishment of God from the universe--even, thanks to Freud, from the human soul.<sup>22</sup>

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<sup>21</sup>Edward D. Eddy, "What About the 'Sinful' Student?," Saturday Review, XLIX (19 March 1966), 70.

<sup>22</sup>"Christianity," Time, LXXXIV (25 December 1964), 46.

In a world where the population has been steadily increasing, the growth of Christianity has not kept pace.<sup>23</sup> This would suggest that a decrease in Christian beliefs would first be noticeable in the declining social behaviors of a less devout society. As a consequence, children, looking to their parents for guiding examples, would be disappointed because the newer parents conform less and less to theological doctrine. Marcia Smith, dean of girls at Hibbing High School, Minnesota, brings the problem and the result back in focus. She feels that "young people are surrounded by a culture which gives them no black and white contrasts in which to clarify their own experiences, no sharp images against which to measure their own identities."<sup>24</sup> Without parents and ministers setting the example, young adults can be expected to establish their own rules of behavior. Disappointed in the results of adult morality, suspicious of adult opinions, and rejecting adult conceptions of right and wrong, young adults will make their own definition of morality to fit their easier "code." The

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<sup>23</sup>Ibid. (It is estimated that by the year 2000, only 20 per cent of the earth's population will be Christian --compared with 35 per cent in 1900.)

<sup>24</sup>Muuss, p. 57.

results of this inexperienced attempt are usually as one would expect.

The student would rather consider that morality is a matter of personal choice, not to be affected by inflexible authority. [They] rationalize a double standard in many aspects of morality. There are those who think it's perfectly acceptable to cheat now on an examination --but it would be all wrong to give false information on an income tax return later on.

There are those who profess the conviction that integrity must be a fundamental value for the human race --and then use another's identification card to buy beer or bourbon.<sup>25</sup>

Without well-established standards of moral conduct, the student becomes a hypocrite. He says one thing but does another. He is confused as he wrestles with unfamiliar problems of moral behavior. He lacks a firm basis of socially acceptable standards; and although he can, and does, expound lofty theories, in the final analysis he will react in a way that best fulfills his present desires. If he "bends" his group's code of moral standards, his own code does not extract from him a feeling of guilt.

John Wood Krutch, psychologist and author, declares that whereas there is an increased awareness by the public of a prevailing social and economic imbalance, concern for personal valuations have abated.

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<sup>25</sup>Eddy, p. 71.

Our seemingly great growth in social morality has oddly enough taken place in a world where private morality--a sense of the supreme importance of purely personal honor, honesty, and integrity--seems to be declining. . . . It is my conviction that though men may be no more wicked than they always have been, they seem less likely to be ashamed. If everybody does it, it must be right. Honest, moral, decent mean only what is usual.<sup>26</sup>

From this, then, it seems that standards, like words, are accepted because of usage. "It's okay, kid, everybody does it." As an example of this line of reasoning, a prodigious discourse on national morality appeared several years ago in a well-known and widely circulated magazine. The article enumerated several publicized examples of violations of established moral standards and included generalizations of types of immoral conduct. Robert Moskin, a senior editor, states, "We are witnessing the death of the old morality." He believes that morality is dying because there has been a breakdown in religious conviction and moral character. Americans have no direction; they are confused as to what is right and what is wrong. The honorable American seems to be a rarity. Moskin attributes to Paul Tillich, renowned Protestant theologian, a belief that those who have the courage to set their own moral standards, and set them high, who have the courage to say "no!" belong to a

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<sup>26</sup>Eddy, p. 71.



"personal elite."<sup>27</sup>

Dr. Eddy believes that unless there are more people with a high personal code, American society faces deteriorating conditions. He states, "It is indeed inevitable that the so-called social conscience unsupported by the concept of personal honor will create a corrupt society."<sup>28</sup>

The Reverend Paul Noren speaks out much more bluntly against easing moral standards:

What's become of the brave generation, the tough-minded, the disciplined who brought America to its pinnacle of excellence? If we continue to love softness, to indulge our ease, to settle for answers that take no struggle of mind and soul, we may as well reconcile ourselves to the sound of the death rattle of our civilization.<sup>29</sup>

If a moral code seems to be too tough for a soft generation, the remedy is not to accept an easier one.

Noren quotes an old quatrain that runs:

You, too, may call old notions, fudge  
and bend your conscience to the dealing.  
The Ten Commandments will not budge  
And stealing will continue stealing.

And cheating, cheating!<sup>30</sup> (Italics mine.)

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<sup>27</sup> Robert J. Moskin, "Morality, USA," Look, XXVII (24 September 1963), 74-75.

<sup>28</sup> Eddy, p. 71.

<sup>29</sup> Noren.

<sup>30</sup> Noren.

From the beginning of man's basic inhumanity to man, stealing and cheating have been unacceptable acts. If "history" is to be accepted as a judge, then these two acts will remain unacceptable acts in the future. A society cannot close its eyes to basic immorality. Pretending that a vice does not exist or calling it by another name are not successful ways to eliminate that vice. The solution to the problem of eliminating the vice is to attack the cause. One must remedy or eliminate the fundamental causes. So be it with cheating.

#### Some Cures for Cheating

Previously, five principal causes of academic cheating were examined: academic pressures, student non-motivation, athletics, classroom procedures, and declining moral standards. Any cheater selected at random could have one or more of these reasons for cheating. Nevertheless, there are ways in which problems arising in the above areas can be successfully dealt with. The area of moral standards is examined first in a search for cures which will stop classroom cheating.

### Raise Society's Moral Standards

Basic beliefs, whether honorable or dishonorable, are formed at an early age. Training begins in the home--an age-old axiom that is just as true today as it was years ago. Basic concepts of virtue and vice, right and wrong, good and bad must be developed in the home. Ultimate responsibility for a child's behavior has rested and, in a free society, will continue to rest squarely on the shoulders of the parents. The parents cannot shirk this responsibility unless they are prepared to accept consequences resulting from their children's misconduct. A child reared in an atmosphere of honesty and integrity, obedience to authority, and respect for laws will, in most cases, cultivate the character necessary to reject dishonesty encountered during school and college years. A student who has had this kind of moral upbringing will be better able to resist cheating when the occasion to cheat arises.

GEN Mark Clark, in discussing leadership development, lists several virtues on which parents should concentrate in the home:

What can we do to improve the climate in which such attributes of leadership develop? The answer is that parents must do it.

You must see that certain values exist in the home: respect, pride, loyalty, honor. Talk and action reflect these things.<sup>31</sup>

Respect for fellow man, pride in one's moral standards, honorable conduct--these are three basic but important beliefs that prepare the student to resist later immoral inducements. To relate this directly to cheating, the parents' attitude toward their child's academic performance is very important. "Parents . . . [must] leave no doubt . . . that they would prefer honorable failure on a course to passing through dishonorable means."<sup>32</sup> This might well be the crux of the problem: be certain the student understands that failure in a course is preferable to cheating in order to receive an acceptable grade. Parents should understand, however, that advice such as this cannot succeed unless it was a fundamental lesson early in the child's life. In other words, the parent cannot instill this in the student as they both drive to the freshman dormitory.

Weakening social standards cannot be changed by just one family's opposition. Conversely, a family's basic moral strengths need not be weakened by actions from outside the

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<sup>31</sup>Mark W. Clark, "What It Takes To Be a Leader," Reader's Digest, XCI (July 1967), 162.

<sup>32</sup>Dabney, p. 68.

home. Regardless of a child's early religious affiliations (which are usually dictated by the parents' denominational affiliation), religious beliefs are of great value in providing strength and faith for a maturing student in a troubled world. Man needs, more than ever before, strength of character in a society where values are constantly changing. He must have strength to sustain his moral ideals in order to cope with adversity. Religious strength fills this role.

Religion . . . gives man an anchor. It imparts essential purpose to life itself. It gives meaning to the challenges of sacrifice in the name of duty and honor by relating them to the changing values inherent in man's relationship and responsibility to his Creator.

. . . . .

Religion is the power that inculcates worthy ideals in the mind of man as a way of life. It generates strength necessary for character stability in the face of adversity. It enhances the spirit of sacrifice behind honor and duty with the assurance of a commensurate reward.<sup>33</sup>

The first steps, then, toward overcoming the temptations of cheating during examinations are taken in the home and the church. The parents play the vital role here by initiating the indoctrination in moral virtues. It is the parents who enroll the child in a Sunday school to receive

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<sup>33</sup>Constantine E. Zielinski, "Eternal Faith in a World of Change," Air Force and Space Digest, XLII (June 1959), 92.

moral reinforcement from the teachings of religion. But this is naturally just the beginning. The next role falls to the teachers. Their methods of imparting instruction, their teaching procedures, and the standards of conduct they will accept--all these will have a lasting effect on ethical standards and the classroom conduct of the student.

#### Improve Classroom Procedures

One can reasonably say that the teacher should strive for an atmosphere in the classroom that is calculated to enhance reception and learning. If there are any undue procedural pressures or system stresses, the wise instructor should soon identify and remove them.

One of the first steps the well-intentioned instructor should take is to eliminate, or at least attempt to reduce, opportunities for dishonesty in the classroom. The physical setting, the nature of the assignments, the testing procedures, the approach to supervision, and the underlying attitude toward honesty all appear to be related directly to the frequency of cheating and can be controlled by the instructor.<sup>34</sup>

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<sup>34</sup>Muuss, p. 57.

Classroom and homework assignments are very important to over-all reception and understanding by the student. Assignments must be understandable and beneficial, not simply time fillers. Dr. Ralph Raimi, an associate professor at the University of Rochester, favors "new and novel, imaginative subjects for papers." He also believes that meaningful and relevant examinations will result in a major step in the elimination of cheating. Tests that rely solely on memorization of isolated facts are not always productive. True and false tests tend to reduce the reasoning process to a simple technique of flipping a coin to determine an unknown answer. Tests which rely on rote memorization of dates, formulas, and canned derivations make the use of "crib" notes very attractive to a student with low grades.<sup>35</sup>

Another method for decreasing cheating is to give different tests to different classes. Cheating is often the direct result of collaboration between students who have taken the examination and those who will take it.

Plagiarism is another dishonest practice that must be policed by the instructor. All student literary compositions must be carefully perused by the instructor to see

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<sup>35</sup>Ralph A. Raimi, "Cheating in College," Harper's CCXXXII (May 1966), 74.

that the statements and syntheses are identified as to source and ownership. The instructor should not let himself be deceived as to who is the author of the ideas in the student's paper. The instructor has a responsibility to explain clearly to his students just what is required in the writing assignment and then make certain that the rules for scholarly attribution are fulfilled. The student then has the obligation to follow these rules closely.

Teachers in all schools must clearly emphasize to their students that self-respect (among other things) is not a product of cheating. Cheating is a dishonest short cut; cheating takes advantage of someone else's labors and invariably leads to more cheating. Cheating is wrong, clear and simple; therefore, cheating will not be an acceptable practice in that classroom. The students must realize at the very beginning of the semester that in this subject individual effort is the only work that will be accepted and that punishment for violators will be swift and firm. This assumes, of course, that this is the college policy and the instructor will be completely supported.<sup>36</sup>

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<sup>36</sup>Muuss, p. 57.



As Professor Raimi maintains, the punishment for classroom dishonesty in a civilian college must be equal for equal crimes, but for repeated offenses the punishment should be escalated uniformly. Raimi believes the penalty for the first offense should be at least admonition coupled with a zero score and a report entered in the student's record. The student should be placed on probation, and his parents should be informed of this action and the reason for it. Together, these swift penalties and reports should serve as sufficient warning to the student that his dishonest actions will not be condoned. A repeated offense should be dealt with more firmly, and a suspension may be warranted. A third cheating offense should result in expulsion.<sup>37</sup>

Some interesting answers were garnered from the Columbia cheating survey mentioned earlier. In civilian colleges and universities only a few of the students who cheat are caught and punished, and "only relatively lenient punishments are imposed for academic dishonesty at most schools. Seldom are students suspended or dismissed."<sup>38</sup>

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<sup>37</sup>Raimi, p. 74.

<sup>38</sup>"Cheating," p. 10.

Develop a Student Honor System

The Columbia survey resulted in two additional and predictable conclusions. First, the student body attitude toward cheating appears to be the most influential deterrent to cheating. The survey shows that where student disapproval is high, the frequency of cheating is low, and vice versa.<sup>39</sup> This conclusion reinforces the author's previously stated claim that high moral beliefs are in all likelihood the fundamental obstacle to dishonorable practices.

The second conclusion obtained from the survey pertains to college honor systems. The study reveals that colleges and universities that have honor systems "are less apt to have a high level of cheating than those with other arrangements for control."<sup>40</sup>

This finding reinforces the expressed opinions of many educators and editors concerning college honor codes. Dabney recognizes that while honor codes vary greatly from institution to institution, "they frequently have proven to be a most effective means of curbing the spread of cheating."<sup>41</sup> Muuss declares:

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<sup>39</sup>"Cheating," p. 10.

<sup>40</sup>"Cheating," p. 10.

<sup>41</sup>Dabney, p. 77.

Empirical evidence indicates that an honor system reduces cheating. In one particular study, for example, cheating dropped from 81 per cent before the honor system was installed to 30 per cent after it had been put into operation.<sup>42</sup>

This is a significant drop, whatever the reason, and would justify the use of an honor code in any college plagued with cheating. However, a large majority of the student body must want an honor system and then they must design the code themselves (preferably with faculty help).

Established student disapproval, as the Columbia survey brought out, is the most positive deterrent to campus cheating. Professor Raimi believes that the only time a student system can be trusted is when "the average student's instinctive reaction to an offense is horror."<sup>43</sup> Student leaders must attempt to establish a climate of opinion among students on behalf of integrity in the classroom. Each member of the student body must believe in the system, take it as a personal mission to identify cheaters. The cheater harms himself, his fellow students, and society.<sup>44</sup> Here,

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<sup>42</sup>Muuss, p. 56. (A startling factor in this statement is the 81 per cent who cheated "before"! If the unnamed school is an average American university, this inordinate amount of dishonesty is an unspoken but severe castigation of student honor.)

<sup>43</sup>Raimi, p. 74.

<sup>44</sup>Dabney, p. 77.

one can see clearly the reason behind the insistence that an honor system not be a faculty system imposed on the student body by the administrators, but that it should be a student controlled system. If the students believe an honor code is a conduct mechanism imposed to ease administrative burdens (whether it is true or not is immaterial), it will become just that--another faculty system--and the natural tendency is for the students to try to "beat the system."

#### Summary

Student honor codes can be a device for endowing honor and integrity in the individual adherents. The natural by-product is a person with strength of character, which, in turn, is a fundamental value of leadership.

In a society where moral decay appears to be increasing and personal standards are eroding, college cheating seems to be more widespread. Once educators recognize the problem, effective solutions to the cheating problem are possible. One of the most promising solutions for a college or university to explore is a student honor code. Such codes have proved to be effective in checking the frequency of cheating at many academic institutions. Concerned officials should induce responsible student body leaders to recognize student cheating as a major problem and persuade

these same leaders to develop a code for their use.

Many colleges and universities have followed this course with favorable results. In Chapter IV, several honor systems are studied to further evaluate successes and failures of this leadership device.

## CHAPTER IV

### UNDERGRADUATE HONOR SYSTEMS

#### Introduction

To aid in an investigation of honor codes or systems employed by colleges and universities, the author sent letters to twenty undergraduate schools requesting information booklets and pamphlets pertaining to the honor system in use by their student body. A questionnaire which asked specific questions related to honor systems (see Appendix A) was attached to each letter.

Fifteen schools replied to the letter and furnished some information. Hollins College, Virginia Military Institute, Dartmouth College, and the U.S. Naval Academy did not reply. Sweet Briar College replied that it sends honor system information only to officials of other institutions. Information returned by four institutions (Notre Dame, the University of California, Virginia Polytechnic Institute, and Washington and Lee) was insufficient to warrant analysis.

Before discussing and analyzing the eleven remaining codes, one basic assumption should be restated. The vast

majority of citizens consider lying, cheating, and stealing to be dishonorable acts. There are other acts which many citizens consider reprehensible but not necessarily dishonorable. Such acts as drunkenness and vulgarity are normally included in this latter category. With this in mind, any analysis of a college honor system or code should be oriented on determining its method of controlling or eliminating the liar, the cheat, and the thief.

Several other specific points are also of primary interest. Is the system student controlled, or is it imposed on the student body by the faculty? Is the system aimed at developing honor and integrity, or is it a device for controlling school rules? Is the student who tolerates a specifically identified dishonest act guilty of violating that system? What are the penalties for conviction of an honor violation?

The author, considering some or all of the above questions, has made this examination of undergraduate honor codes. He based subsequent analyses on the background material discussed in previous chapters and on information and experiences he gained by personal involvement with honor systems.

Exhibit 1: United States Military AcademyIntroduction

The United States Military Academy was established at West Point, New York, 16 March 1802. The new school floundered until CPT Sylvanus Thayer reported as the fifth superintendent in July 1817. Under his tutelage during the ensuing sixteen years, numerous improvements were made in the academic program and in the military training and disciplining of the cadets. Because of changes in the academic areas, the course of study became one very different from those of other educational institutions in the United States. Civilian colleges and universities had restricted their instruction mainly to the preparation of young men for the ministry, law, or teaching. West Point specialized in the sciences and, therefore, became the first engineering school in this country.<sup>1</sup>

When Thayer assumed command, there was a lax and rebellious mood among the few cadets present. To counteract these unruly conditions, Thayer instituted strict disciplinary methods and revised the educational system. Thus he

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<sup>1</sup>George S. Pappas (ed.), West Point Sesquicentennial, 1802-1952 (Buffalo, N. Y.: Baker, Jones, Hausauer, Inc., 1952) [p. 7].



placed a new emphasis on the inculcation of duty and on moral training. His interest in moral training later evolved into an honor system, a system placed in the hands of the cadets.<sup>2</sup> Little is known about this early honor system since most of its workings were unrecorded.

The Academy received wide-spread public attention in 1871 as a result of a momentous infraction involving cadets accused of deliberate lying. Three of the fourth classmen (freshmen) were involved in a minor infraction of regulations, but to avoid punishment they lied. First classmen (seniors) became outraged when they learned of these unacceptable actions. They assembled the deceitful cadets, gave them civilian clothes, and banished them from the post. Subsequently, wide-spread press publicity brought about a Congressional investigation. The superintendent, GEN Thomas Pitcher, defended the actions of the first classmen and stated that it was an established principle to "take a cadet's word for anything until we have reason to believe otherwise." The findings of the investigation supported the

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<sup>2</sup>U.S. Military Academy, The Cadet Honor Code and System (West Point, N. Y.: U.S. Military Academy, n.d.), p. 2.

unusual action that had been taken by the first classmen.<sup>3</sup>

After 1871 the cadet student body organized a vigilance committee. Although this committee of company representatives was entrusted with handling cadet violations of honor, it did not have official recognition.<sup>4</sup>

Following World War I, West Point was in a state of confusion due to the early graduation of three classes. Reorganization was begun immediately and the normal four year course was reinstituted in 1920. Into this confusion the Army, in June 1919, sent a brilliant young hero of the war, BG Douglas MacArthur, to become the thirty-first superintendent. The primary problem facing MacArthur and his officer staff and faculty was the preservation of the traditions of the Corps of Cadets.<sup>5</sup>

MacArthur, during the first three years he was superintendent, became increasingly concerned with character development, but he realized he could not "require" the cadets to be honest. Although a vigilance committee was still operating without benefit of recognition or formal organization, MacArthur wanted something fresh, something

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<sup>3</sup>Ibid., pp. 2-3.

<sup>4</sup>Ibid., p. 3.

<sup>5</sup>Pappas, p. 16.

new, an organization with more than just policing as its goal. He wanted the cadets to develop and build a lasting code, a system they would guard zealously. His quandry was how to do it. The solution turned out to be relatively simple. He called in a few of the most respected and influential cadets and explained to them just what his idea was and why he was concerned about it. He called them an honor committee and entrusted with them the mission of developing a formal honor system. The cadets did not fail MacArthur.<sup>6</sup>

For the first time in the history of the U.S. Military Academy, the Corps of Cadets had an officially sanctioned honor committee. This all-cadet committee immediately undertook to formalize rules and procedures to be used in administering the new Honor Code. The cadets were provided guidance, but the means of implementing this guidance was deliberately left in the hands of the cadets.<sup>7</sup>

#### Principles of the System

Today, after forty-six years of evolution and refinement, West Point's Code remains essentially the same

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<sup>6</sup>William A. Ganoe, MacArthur Close Up (New York: Vintage Press, 1962), p. 109.

<sup>7</sup>U.S. Military Academy, p. 3.

as it was originally drafted. It is considered a primary means by which excellence of character is developed. It requires complete integrity in word and deed, and each cadet is expected to maintain the high standards of the Code's three basic principles: a cadet does not lie, cheat, or steal; the Corps is responsible for seeing that all cadets meet the standards of the Code; and separation from the Corps is the penalty for violation of the Code. Cadets are expected to adhere to the spirit of the Honor Code at all times and without reservation. Toleration of an honor violation is considered as grave an offense as the violation itself.<sup>8</sup>

The Code itself acts as the guide, the minimum standard of conduct (one of the basic philosophies discussed in Chapter II). At West Point an Honor System acts as an extension of the Honor Code. The System, in essence, is the method by which the Code is applied to cadet activities

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<sup>8</sup>See Appendix B for extracted p. 12 of the U.S. Military Academy Cadet Regulations, 1 September 1966. (The extracts of the Regulations presented in Appendix B are pp. 12-13 [sec. iv: "The Honor Code" of chap. ii: "Precepts"]; pp. 44-49 [sec. i: "General" of chap. v: "Honor System"]; and pp. 52-55 [sec. ii: "Academic Procedures" of chap. v: "Honor System"]. Much of the following information has been taken from these extracted pages and The Cadet Honor Code and System [cited in n. 2].)

without codifying all aspects of cadet life. The guidelines are in most cases practical and down-to-earth and they cover the general areas of academics, official reports, privileges and limits, and the respect of government and personal property.

Academic Procedures.--The basic principle is that work presented by the cadet as his own must truly represent his individual effort. It goes without saying that complete integrity is demanded on all tests and examinations. This requirement includes any blackboard work done for which a grade will be scored. A problem arises in the area of test cycles inasmuch as not all cadets enrolled in a particular course can be tested on the same day. Until the test cycle for a lesson is completed, however, cadets who have been tested may not reveal the identity, nature, or content of the exercises used. Conversely, a cadet who has not yet attended the lesson may not receive such information.

Other areas covered in some detail pertain to rules for tutoring, use of equipment, homework, self-grading, laboratories, and themes or research papers. All revolve around "unfair advantage." Taking, offering, or receiving unfair advantage are all considered to be tantamount to cheating.

Official Reports.--The Corps of Cadets is organized along military lines. Companies report to battalions, battalions to regiments, and regiments to the brigade. As in any military organization, cadets are frequently required to render reports or make other official statements in the performance of their duties. These reports are expected to be completely accurate even if they identify a cadet who has violated Academy regulations. Written reports fall in the same category. A cadet is expected to report accurately and completely just as he will be expected to do as an officer.

Privileges and Limits.--Prior to the establishment of the Honor Code, cadet privileges were severely limited. But with the Code, cadets, simply by giving their word that certain rules would be adhered to during their absence, were given more latitude. This "trade off" resulted in more freedom for the cadets. The "absence card," the company log book, and the "all right" are three tools used to facilitate this exchange of promises for privileges.

By marking an absence card in his room, a cadet authorized to leave his room is able to go any place on the Academy grounds that he is permitted to visit. The areas he is permitted to visit shrink somewhat at night, but the same principle applies. By marking his card, the cadet, in

effect, states that he is authorized to be absent and that he will visit an authorized place and nowhere else.

When a cadet departs on certain privileges he must sign out in the company log book. Upon return, he must sign in. If the cadet returns late, he must sign in late. This is an official report and he cannot "fudge" the time to save himself from punishment.

The "all right" is a term used by a cadet as a substitute for a formal written report. The times when an "all right" can be asked are specifically limited; for example, the "all right" report will not be used away from West Point. The "all right" is generally used to facilitate room inspections by other cadets performing duty as room inspector, division inspector, and barracks sentinel, but it is also used by a "mess hall corporal" (sentinel) to control movement into and out of the cadet dining hall.

When rendering an "all right," marking their absence cards, or signing the log book, cadets are required to observe the regulation on limits, one for daytime and one for nighttime. The term "off limits" has a double meaning. Some areas do not come under "honor"; that is, they do not apply under the absence card or log book. Limits under "honor" are generally defined by a perimeter. Limits not

under "honor" are generally specific buildings or clubs, and cadets cannot enter these buildings or areas unless specifically authorized to do so. Should a cadet enter one of these specified places, he has violated a regulation and has not committed an honor violation.<sup>9</sup> In the author's opinion this is a needed improvement.

### Violations

The precepts of lying, cheating, and stealing have been discussed in Chapter II; however, the fourth precept of "no toleration" is worthy of further discussion.

The Code gains its greatest strength and meaning from the tenet of no toleration. Only by self-enforcement can such a code be meaningful and successful. The Columbia University survey pointed out that the students of colleges where cheating occurs least have a distinct feel for honorable conduct. The majority of students at such colleges are opposed to cheating and have banded together in an attempt to stop it. On the other hand, where cheating is condoned by the students, it is virtually impossible to stop it, code or no code.

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<sup>9</sup> See Appendix C for U.S. Military Academy Memorandum MASG, 2 August 1965, Subject: The Cadet Honor System.



The West Point Honor Code emphasizes that the truly honorable man will not tolerate dishonesty in another. This, of course, requires placing loyalty to the group (the Corps of Cadets) above loyalty to the individual, whether he be classmate, roommate, or close friend. To many in the United States this requirement appears to be unreasonable and disgraceful. Such terms as "rat," "fink," "squealer," and "tattletale" are voiced freely by many critics. The outcry was unusually relentless during the investigation of the Air Force Academy "scandal" in 1965. The admonition against toleration is covered in more detail in Chapter V, but for now it is sufficient to say that the cadets and graduates of West Point believe their Honor Code is workable and successful because of this one tenet and not in spite of it.

#### Administration

It should be reemphasized that the Honor Code at West Point belongs to the cadets; therefore each cadet is actually a custodian of the Code. Cadets, through elected representatives, interpret and administer the Code and guard against the birth of practices inconsistent with honorable conduct. The representatives are advised and assisted by the commandant of cadets and one or two of his principal

staff officers. How much control is wielded by these officers depends on the personality of the commandant and on the abilities of a particular honor committee. For instance, it is doubtful that a commandant would permit an honor committee to make a major deletion in the Code unless he approved the change. However, it is also doubtful that a commandant would add to the Code a new procedure, or something previously not considered an honor violation, unless he had the approval of an honor committee. (Two examples, elimination of the "five points" and silencing, are covered in this section; and one example, problems pertaining to discretion, is discussed in Chapter V.)

### Procedures

Hearings.--Suspected honor violations are investigated by committee members who, in turn, report the results of the investigation to the committee chairman. If it appears that the alleged offense is a violation, the chairman convenes a panel of twelve members to listen to the evidence, question witnesses, and deliberate the facts of the case. When the merits of the case have been fully explored to each panel member's satisfaction, a vote by secret written ballot is taken on guilt or innocence. A finding of guilty requires unanimous concurrence of the twelve members.

If the accused cadet is found guilty, the commandant of cadets reviews the case. He then interviews the cadet and advises him of his rights and options. A guilty cadet may resign his appointment or he may request that his case be considered by a formal Board of Officers appointed by the superintendent. The cadet has time to confer with his parents and to seek legal advice, if he so desires, before he makes his decision.

If only one of the twelve members of the tribunal votes "not guilty," the cadet is considered innocent of the charge, is returned to his company without stigma, and his name is deleted from any records maintained on the hearing.

Resignations from honor violations during the past ten classes have been relatively small in number (see Table 2). The losses range from 13 for the Classes of 1958 and 1960 to 36 for the Class of 1965. Using entry strength, the losses by reason of honor violations compute to a low of 1.61 per cent for the Class of 1960 and a high of 4.11 per cent for the Class of 1965.<sup>10</sup>

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<sup>10</sup>Letter to the author from LTC R. G. Vander Meer, S1, U.S. Corps of Cadets, West Point, N. Y., 7 February 1968.

TABLE 2

USMA LOSSES FROM HONOR VIOLATIONS DURING  
PAST TEN CLASSES

Class	Entry Strength	Honor Losses	
		Number	Per Cent
1958	793	13	1.64
1959	737	16	2.17
1960	807	13	1.61
1961	784	15	1.91
1962	844	20	2.37
1963	762	17	2.23
1964	829	20	2.41
1965	875	36	4.11
1966	834	32	3.84
1967	837	21	2.51

Source: Letter to the author from  
LTC R. G. Vander Meer, S1, U.S. Corps of  
Cadets, West Point, N. Y., 7 February  
1968.

Silence.--There is one unpublicized feature about West Point's Code that is unique, since this Code (as far as the author has been able to determine) is the only one that incorporates it. This is the unofficial policy of "silencing" a cadet found guilty of an honor code violation by the honor committee but found innocent by an officially appointed Board of Officers.

This event occurred twice during the author's four years as a cadet (1950 to 1954). The cadet honor committee unanimously concurred that an honor code violation had taken place. On both occasions the accused cadet requested that a Board of Officers be convened. In each instance the Board, because of the "rules of evidence" which an official Board must follow, could not find the accused guilty for lack of sufficient legal proof.

However, the Corps of Cadets, not bound by strict interpretations of the law, did not want the accused to remain at West Point and the honor committee voted to "silence" the accused from that time "forever more." The "silenced" cadet was assigned a new dormitory room without roommates, was given a separate table in the dining hall, and was provided a separate desk in each classroom. The major feature of this unusual action was the prohibition of all other cadets from talking to this cadet except on official matters.

The obvious idea behind this severe measure was the attitude that the cadet, because of his violation of the Honor Code, was not worthy of being a member of the Corps of Cadets and, therefore, was not entitled to have the brotherhood of the Corps. It was hoped that this Corps-wide

attitude would influence the cadet to resign. Cadets "silenced" usually do resign. Of the two cases known to the author, one resigned within several months; the second, with but a few months to graduation, remained until he was graduated.

### Analysis

Cribbing Scandal.--An analysis of the West Point Code would be incomplete without a brief discussion on the infamous "cribbing scandal" of 1951.<sup>11</sup> This mass cheating incident was first reported by cadets just as the Air Force Academy's "scandal" fourteen years later. However, this investigation, a long and arduous experience, was handled by Academy staff officers. By the time it was completed ninety cadets had resigned for honor violations. The offenses generally involved the passing of test information by cadets who had taken examinations to cadets who had not taken the same examinations. Some cadets only received information,

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<sup>11</sup>Some of the "scandal" information came from discussions with MAJ W. J. Ryan while he and the author worked together at the Air Force Academy, 1963 to 1965. Major Ryan was assistant to the author in the latter's capacity as officer-in-charge of the honor representatives. During 1950-51, Ryan, as cadet first captain of the Corps of Cadets, was privy to most of the decisions and actions of the Department of the Army and West Point Staff.

some simply passed it on, but most did both. There were a few who did neither but knew the dishonorable practices were occurring. Forty-three of the cadets who resigned were members of the varsity football team, either as players or, in the case of three or four, student managers. Several of the cadets involved were roommates of football players, and others were cadet tutors for the football squad. In general, then, this mass cheating incident centered around the varsity football team.

These dishonorable practices had come to light sometime during the 1950-51 academic year, first reports having reached the honor committee from disgusted cadets who had become suspicious of one or more observed practices. Members of the honor committee notified the commandant of these reports.

The initial investigations took place during the spring of 1951 and were conducted under heavy secrecy. A decision was made to allow the Class of 1951 to be graduated before disciplinary actions were taken. Unfortunately there were acts of retribution as accused cadets sought out and pommelled at least one of the cadets who had reported his suspicions.

During June 1951, news of the investigations was purposely "leaked" to the New York Daily News by at least two of the involved cadets. Within twenty-four hours, thanks to this newspaper, the country knew of the West Point "cribbing scandal," and weeks passed before the "public" was allowed to forget this event. Many reporters constantly criticized West Point for such severe punishment for "a little cheating" or, even worse, for not "squealing." Such charges were to be revived fourteen years later when a new academy and a new code suffered the same fate.

Eventually the outrage subsided, and the resignations remained official. The Academy returned to normal operation, but with the Corps of Cadets more determined than before that their Code was a good code and should be retained. Some administrative procedures were improved, such as changing the tests given on different days, but, in general, policies and procedures and the Cadet Honor Code remained the same.

Summary.--The West Point Cadet Honor Code was the first of its kind in a four year educational institution. Until the Air Force Academy Code was developed (using the West Point Code as the model), no other institution had incorporated such an all-inclusive, uncompromising system of



personal integrity.<sup>12</sup> This is a code of ethics that is part of every cadet's life while at the Academy. Most of the cadets believe in, follow, and enforce the Code mainly because they feel it is truly their Code and not, for the most part, an administrative tool of the staff and faculty. The following words of the present superintendent, MG Donald V. Bennett, lend support to this belief:

I have every reason to believe that the Honor Code is in good hands because it is in the hands of the cadets. They adhere to it; they police it; and they do not seem to have problems which they themselves cannot handle.<sup>13</sup>

Honor committee members take their positions as elected representatives seriously and perform their duties with probity and conscientiousness. One measure of the feeling cadets have for their Honor Code can be taken from their attitude toward the position of honor representative. To be elected to this position is the greatest honor that can be bestowed on a cadet by his fellow classmates during the four years of Academy life.

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<sup>12</sup>Winston C. Fowler, "Perfecting Character: An Honor System for the Air Force Academy?" (unpublished student thesis, Air War College, 1954), p. 21.

<sup>13</sup>Donald V. Bennett, "From the Superintendent's Office: The Honor Code," Assembly, XXV (Summer 1966), 43.

In the author's opinion the West Point Code is a good system made better by timely improvements, specifically, elimination of four of the "five points," redesign of the status card, and redefinition of the "all right." The validity of "silencing" has questionable merits with regard to the basic legal rights guaranteed to all American citizens. The author recommends that the Honor Code be removed from the "Blue book" of Regulations and presented in its own manual, thereby separating the Code from the aura of another regulation.

Most graduates remember the Code as a vital part of their education and training. Generals Eisenhower, Spaatz, Bradley, and many other graduates have said that it was one of the most important instruments in the shaping of their lives.<sup>14</sup> From such famous "sons" as these, can there be a finer tribute?

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<sup>14</sup>Fowler, p. 31.

Exhibit 2: Amherst CollegeIntroduction

Information in this section was derived from a letter to the author from Robert A. Ward, Assistant Dean, Amherst College, Massachusetts, 12 February 1968. With his letter, Mr. Ward included pages 55 and 56, entitled "Faculty Statement on Intellectual Responsibility," from the college catalogue.

Although there is no formalized honor code or honor system in use at Amherst, "conduct becoming a gentleman is expected at all times of students." The closest this college comes to an honor system is expressed in "A Statement of Intellectual Responsibility Among Students at Amherst College." The statement and the articles following it were "voted" by the faculty and are given to the student body to follow. The statement reads as follows:

The following Articles are an institutional expression of the basic fact that every man's education is the product of his own intellectual efforts. Amherst cannot educate a man who will not educate himself. Amherst sees no value in making its facilities available to a man who avoids the responsibility and opportunity for his own education. Every man who enrolls and remains at Amherst, therefore, understands that to submit work which is not his own violates the purpose of the College and of his presence there. No intellectual community can maintain its integrity or be faithful to its members if violations of its central purpose are for any reason tolerated.

This principle of intellectual responsibility applies to all work done by students.

### Principles

Article I contains an affirmation that is printed on all course enrollment cards and must be signed by the student before enrollment can be considered. The affirmation states:

I have read, understand, and accept the Statement of Intellectual Responsibility Among Students at Amherst College, and agree with this principle as it relates to this course.

### Violations

Article II explains that examinations will not be proctored and that "orderly and honorable conduct of examinations" is the individual and collective responsibility of the students. From the information received, it appears that cheating is the only offense with which this system is concerned.

### Procedures and Administration

Article III establishes the policies for processing purported or confirmed violations of orderly and honorable conduct. This processing responsibility is given to the Student Council, which makes recommendations to the College Council and the President of the College as to disposition

of the case.

Article IV sets forth other administrative duties of the Student Council as they pertain to publicizing and interpreting the statement. It also provides for a periodic review of its effectiveness.

### Analysis

The key phrase in the statement of intellectual responsibility is that "Amherst sees no value in making its facilities available to a man who avoids the responsibility and opportunity for his own education." Thus it seems that less importance is placed on honorable conduct than on the self-education responsibility of the student. The statement contains neither admonishment against lying and stealing nor any specific reference to toleration of cheating, lying, or stealing.

Article II does indicate that students are individually and collectively responsible for "orderly and honorable conduct of examinations." However, toleration of another student's cheating is not considered a violation of the statement.

There is no formal honor committee. The Student Council has the responsibility to explain and interpret the system, investigate alleged violations, and review the

over-all concept. Ten members of the council hear a case against a student and a simple majority vote decides the issues. The recommended punishment varies, but is usually very liberal; that is, a reduction in the course grade. These appear to be the only standardized procedures the council follows in administering this system.

The average number of cheating cases brought before the Student Council is two per year. This relatively insignificant number led the assistant dean to state: "I believe that the code to the extent that it is defined is widely observed and practiced by our students. The infrequency of violations testifies to that conclusion."

In the author's opinion, Mr. Ward's statement is very optimistic and idealistic and is not substantiated by the national cheating survey conducted by Columbia University. Major weaknesses in this system are:

1. It is not a system developed by the students; nor does it imply student ownership; therefore, it lacks student identification.
2. It is oriented on education responsibility and not on over-all honorable conduct.
3. It is enforced with extremely liberal punishment.
4. Toleration of cheating is not a violation.

### Exhibit 3: Bryn Mawr

#### Introduction

A study of the Academic Honor System employed by Bryn Mawr, a college for women, has been included in this examination because it, too, is centered on the philosophy of integrity in scholarly efforts and avoids mention of integrity in other areas. The system's purpose is to maintain high standards of academic work. The "academic rules" do not mention honor and integrity as they relate to morals and character or to minimum standards of honorable conduct.

This standard [a high standard of academic work] would be impossible to achieve without the absolute integrity of all the work of every student. Integrity of academic work is a student responsibility which nevertheless concerns the whole college community. Therefore certain rules formulated to define this responsibility clearly have been drawn up by students and accepted by the Faculty of the College.<sup>15</sup>

#### Principles

The system specifies procedures for taking examinations in the designated examination rooms without proctors. Other principles or rules include: (1) an emphasized warning to students not to discuss examinations until after the close of the entire examination period, (2) a caution to

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<sup>15</sup>Bryn Mawr College, Academic Rules for Undergraduates (Bryn Mawr, Pa.: Bryn Mawr College, 1967), p. 17.

students to clearly indicate sources of information and to identify ideas or opinions not their own, and (3) standards of recording measurements and observations during laboratory experiments.

Because there is no student honor committee, students who are uncertain as to the application of the system rules are advised to seek additional explanation from the particular course instructor.

This system does not have a strict "no toleration" clause. Instead, it urges a student who has "evidence that an infringement has occurred" to "accept the responsibility" of confronting the suspected violator or of reporting the suspect to the Administrative Board.

### Administration

The system is governed by an Administrative Board composed of four faculty members and four students from the Executive Board of the Student's Association for Self-Government. The ninth member is the college president, who acts as Board chairman.

After convening, the Board determines the procedures it will employ for each case brought before it. A "guilty" decision requires only a simple majority vote. Penalties are fixed by the Board and range from cancellation of part



of the course involved to suspension or exclusion from the college.

Although this system is not oriented on integrity and character development, responses to the questionnaire reveal that the college considers its approach to be successful in instilling integrity and character in its students. The college believes that the system is practiced by a vast majority of the students. There has not been a violation thus far this year. The annual case average varies, but "four would be a very large number."

### Analysis

The author believes this system has several basic but serious flaws. It seems to be faculty induced and aimed at improving academic reputations rather than instilling honor and integrity in the students. It is designed as an honor code, but it is a part of a set of academic rules. Only four of the nine members of the committee that decides on cheating incidents are students. This, in reality, is a faculty board (chaired by the college president) with student representation.

Admittedly, speculation cannot produce positive answers as to the level of cheating at Bryn Mawr. This all-girl college may have been able to develop a deep

feeling for the "spirit" of honorable conduct, and the present system may be all that is needed to eliminate cheating. Unfortunately, empirical evidence does not support this argument.

Exhibit 4: California Institute  
of Technology

Introduction

The honor system at Caltech<sup>16</sup> comes closer to being a formal honor code than the systems employed by Amherst and Bryn Mawr. Caltech's system does not include a formal statement of a code but was developed and is operated, in a general sense, on the same order as the West Point system.

Principles

The foundation of this system is oriented on development of a spirit of honor and integrity as a means of developing character. The system was initiated in 1910 by students "in the belief that mutual trust and respect constitute the happiest and most satisfactory basis for human relations." Each student has a responsibility to maintain honesty in "all phases of life" at the Institute, not just the academic phase. In return, the student gains not only freedom from supervision but also a feeling of self-respect "which can be achieved in no other way." The student is cautioned that the success of his system must stem from his

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<sup>16</sup>California Institute of Technology, The Honor System [Pasadena, Calif.: California Institute of Technology, n.d.; 4 unnumbered pp.].

determination to "place honesty above any transient selfish motive."

### Violations

Cheating, plagiarism, and other forms of scholastic dishonesty are stated violations of the system. Dishonesty includes working overtime on a take-home examination, the submission of ghost-written themes, and modification of experimental data. However, the system seems to go beyond the usual offenses associated with academic dishonesty. It includes two infringements not usually covered in honor systems: the attendance at physical education classes and the observance of library regulations. Most colleges consider the observance of such administrative rules as beyond the purview of an honor code and refrain from including these offenses.

This system does include stealing as a violation; whether it be taking items belonging to fellow students or stealing equipment and supplies from the Institute. Lying is not considered a violation.

Caltech recognizes that the system needs student support if it is to prevail. "Preservation of the Honor System depends upon the necessary and important duty on the part of students and instructors to report suspected

violations to the Board of Control." The student is exhorted to consider this a duty since "the entire success of the Honor System depends upon your attitude in these matters." The student is warned that failure to perform this duty will "render the System inoperative."

### Administration

Administration of the system is vested in the hands of a Board of Control--a body of eleven students "chaired" by the student association vice-president. The chairman and three other students are appointed; whereas, seven students are elected, one from each of the student houses. The general duties of the Board include uniform interpretation of unclear areas, investigation of suspected violations, and follow-up hearings when warranted.

### Procedures

It is the chairman who conducts the initial investigation of a reported offense. If he decides that the incident does not merit a hearing, the case is dismissed. However, if in doubt, he can ask the Board of Control to help him decide if the case warrants further action.

If the chairman, individually, or the Board, collectively, decides the case deserves a hearing, the Board of

Control is convened as soon as possible. During this hearing, the evidence is re-examined and witnesses are called to testify. The accused is summoned for questioning after all of the initial evidence is heard. The Board deliberates and nine of the eleven vote on a decision. (The chairman and the board secretary do not vote.) If three-quarters (7) of the members vote against the accused, he is considered "guilty." If three or more vote "not guilty," he is acquitted and no further action is taken.

Secrecy prevails during all proceedings in order to protect the students and instructors involved. Records of the investigations and of the hearings are carefully controlled for the same reason.

The Board of Control also determines suitable "corrective action" for a "guilty" student. This corrective action, together with the verdict, is forwarded to a committee composed of several deans. This committee makes the final determination. "Only in a very few cases over the years have the Deans asked the Board to reconsider its recommendations."

The approved corrective action may range from probation to expulsion. The justification for expulsion is simply stated: "If a man demonstrates that he is unable to

live within the Honor System, then he forfeits his privilege of being a Caltech student."

### Analysis

The average number of honor system violations is from six to ten per year.

In the opinion of the author, Caltech's honor system is a workable system maintained by the student body. The system has also become more than a tool for regulating scholastic efforts. It has become a basic ethical guide. In the words of the cited pamphlet, the system has become "the most widely respected and jealously guarded of all Institute traditions."

The system does lack two precepts found in more inclusive codes. It does not prohibit lying in any of its various forms and it does not take a firm stand on toleration. The author can only speculate as to the number of violations that might come to trial each year if a strong spirit of non-toleration pervaded. From judgments based on the Columbia University cheating survey and experience gained from observing the operation of two more inclusive codes, the author conservatively estimates a five-fold increase in cases per year.

## Exhibit 5: The Citadel

### Introduction

For many years The Citadel has been called the "West Point of the South," very likely because the uniforms, the training programs, the operations, and the honor system have all been patterned closely after those of the U.S. Military Academy. This is the first college examined that has a full-fledged honor system, to include a code of four precepts concerning the liar, the cheat, the thief, and the tolerator.

### Principles

The Honor Code is a code of, by, and for The Corps of Cadets. The code states that a cadet does not lie, cheat, or steal. The code is the heart of the Honor System, and its purpose is to maintain honor and integrity within The Corps.<sup>17</sup>

Two basic philosophies expressed in the above statement are that the code belongs to the student body and that it is oriented on the development and maintenance of honor and integrity in the student body.

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<sup>17</sup>The Citadel, The Honor Manual of the Corps of Cadets (Charleston, S. C.: The Citadel, 1965), p. 1.



### Violations

This is the first college code examined that includes lying as well as cheating and stealing as a violation. However, only a false official statement (a written or oral report made in the line of duty) is considered a violation. In addition, there is a provision to prevent the code from being used as an investigative tool. A question cannot be asked if the answer is such that it may incriminate the cadet involved, unless prima-facie evidence exists which would indicate that the cadet has committed a reportable offense. If a disagreement arises in this area, the cadet who was asked the disputed question may obtain a decision from the honor committee.

Giving or receiving unauthorized aid on any academic work to be graded is considered a cheating violation. This includes plagiarism.

Stealing is the taking, without permission, of any personal, college, or government property.

Although the word "toleration" is not used, the failure to report an observed or known act of lying, cheating, or stealing is considered to be a fourth violation of the code. Cadets are expected to "cooperate fully in requiring that all other cadets abide by the Code." They

are told that the effectiveness of their code "will reach a maximum only if and when all cadets give it their wholehearted support."

### Administration

Honor representatives are elected by the students, one from each company and battalion for a total of 18 honor committee representatives. The duties of the honor committee include instructing the new class, reorienting the upper three classes, revising the Honor Manual, investigating alleged offenses, conducting hearings, and keeping the Corps informed of new interpretations.

### Procedures

An alleged violation is investigated by a subcommittee of three representatives appointed by the chairman. If the results of this investigation warrant a hearing, the chairman convenes at least nine other honor representatives to conduct the honor court.

Honor Court.--The purpose of the honor court is to determine whether the accused has committed a violation of the code. It is the responsibility of each representative selected for this trial to assure that the rights of the accused are protected. The accused has the right to

challenge for cause any member sitting on the court. If he is an underclassman, he has the right to request that a classmate sit on the court. The trial is held in closed session, which limits attendance to the members of the court, the trial counsels, the accused and his counsel, and the faculty advisor. Witnesses are present only when testifying. Non-voting honor representatives may attend but may not take part.

Honor Court Procedure.--At the start of a trial, the chairman reminds those present that the proceedings and findings are confidential. The trial counsel (the chairman of the investigative subcommittee) presents the evidence his subcommittee has gathered. Witnesses are summoned and questioned. Then the accused is given the opportunity to present his side of the story. After all evidence has been presented, the court members deliberate, before voting, to be certain that points are clarified.

Voting on the guilt or innocence of the accused is done in "closed court"; only members of the honor court hearing the case are present. Each member of the court must cast a secret written ballot; no abstentions are permitted. A unanimous vote of "guilty" is necessary to convict. If one member of the court, or more, finds the accused "not

guilty," he is acquitted and the taped recordings of the trial proceedings and other records connected with the hearing are destroyed. The usual punishment for a violation of the code is resignation; that is, the cadet is expected to resign from the Corps. He may appeal his case to the college president. However, if his appeal is turned down and the cadet refuses a second chance to resign, he is expelled.

The court, in extenuating or mitigating circumstances, may recommend (to the college president) leniency for a convicted cadet. If a cadet is found guilty of an unintentional violation of the honor code, the court will recommend a suitable punishment that does not include resignation or expulsion.

### Analysis

The author's questionnaire, completed and returned by the commandant of cadets, indicates the average number of cases per year to be about nine: three lying, four cheating, and two stealing. On the average, two of these cases have resulted in "not guilty" verdicts. Cases involving toleration are a rarity.

In the opinion of the author, this system, since it is not limited to cheating, goes the farthest toward orienting the code to over-all honorable conduct. It has student

support and is student operated even so far as to exclude the faculty advisor from the hearing whenever a vote is to be taken. The punishment for a violation is not usually lenient; that is, loss of class credit and/or probation are not used as "corrective action." Punishment is traditionally separation from the brotherhood of the Corps of Cadets. However, the system has a liberalizing proviso that permits the honor representatives to recommend leniency in rare cases. This prevents a rigid limitation on the courses of action open to the honor representatives and permits them a more humanistic approach in meting out punishment.

Exhibit 6: Princeton UniversityIntroduction

Princeton's honor system, established in 1893, is similar to the one used by California Institute of Technology. "It has been successful because generations of undergraduates have respected it, and by common agreement have given it highest place among their obligations as Princeton students."<sup>18</sup>

Principles and Violations

The system does not have a formally stated code, but there are two principal stipulations:

Every student is on his honor neither to give nor to receive assistance during an examination.

Every student is on his honor to report any violation of the Honor System which he observes.

Both these actions are violations punishable by expulsion.

However, these are the only violations of the honor system.

Even plagiarism is outside the purview of this system.

A letter explaining the honor system is sent to incoming freshmen. Before being accepted, each entrant must write a letter acknowledging his awareness of the two

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<sup>18</sup>Princeton University, "The Honor System," in Official Register of Princeton University (Princeton, N. J.: The Princeton University Press, 30 June 1967), p. 1.

principal stipulations and his willingness to support the system.

In a university where each undergraduate has agreed beforehand to abide by such a system, each individual has a responsibility to report violations, since a student who disregards the principles of the Honor System is breaking a promise made to you and to his fellow students.

The letter also points out that under this concept the student's responsibility to the student body "transcends his natural reluctance to report a fellow student."

Although plagiarism is not an offense under Princeton's honor system, it does come under the jurisdiction of the Faculty Committee on Discipline. The second section of the Official Register, "The Acknowledgment of Sources in Essays and Laboratory Work," is devoted to the problem of plagiarism. Definitive examples and analyses extracted from a Dartmouth College publication are presented on all but three of the seventeen pages of this section.

#### Administration

Seven students constitute the honor committee. Members are the presidents of the four classes, two other seniors, and one additional junior. Their duties consist of indoctrination, interpretation, investigation, and adjudication. When a report of an irregularity is received, the

committee conducts a confidential hearing to determine if a violation has occurred. Witnesses against the accused are questioned before the accused is brought into the room.<sup>19</sup> After all the evidence has been examined and witnesses have been questioned, the committee members vote. Six of the seven votes are necessary for a "guilty" verdict. The verdict and a recommendation of separation are forwarded to the dean for final action.

### Analysis

Princeton has found from experience that if the code is to be a workable system, students must not tolerate dishonest practices; however, this code does not cover lying, stealing, or plagiarism as violations.

Within relatively narrow limitations, a strong, traditional spirit of honor seems to have been established. The orientation is not on academic or intellectual achievement but is on developing and maintaining a high sense of personal integrity stylized by the term "gentleman." "Every man . . . admitted . . . must realize that he is being

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<sup>19</sup>This procedure differs from The Citadel's, where the accused is informed prior to the trial who his accusers are and is present when the accusers and witnesses against him are questioned.



admitted as a gentleman with a high sense of personal honor." On every examination paper, each student must write and sign the following statement: "I pledge my honor as a gentleman that, during this examination, I have neither given nor received assistance."

On an average, there are about six cases tried each year, two of which result in "guilty" convictions. Broad conclusions should not be drawn from this limited number of cases. In answer to the questionnaire, the system "sometimes" develops integrity and leadership and "usually" promotes trust and builds character in the students. Notwithstanding, the honor system is considered by some students to be the "finest and most cherished of all Princeton traditions."

Exhibit 7: Smith CollegeIntroduction

A study of Smith, a college for women, has been included because its honor system is unusual in that school rules and regulations are included under "honor." Information in this section has been obtained from the returned questionnaire and an inclosure of one unnumbered page from an unnamed booklet. This page, headed The Foundation of Government, briefly covers "The Honor Basis of the Community" and "The Honor System."

This honor system is concerned not only with the development of personal integrity but also with the development of good citizenship--honor in self-government. Therefore, areas normally not included in a college honor system are included at Smith. An example is placing a student on her honor to obey all administrative rules. The logic of this approach is presented in the following paragraph:

The basis of democratic self-government at Smith College is individual integrity. The honor system offers the responsibility of freedom. It assumes a mature concern on the part of each student for her own behavior and for that of her fellow student; and it demands the honesty and courage to acknowledge personal failure when it occurs.

In the "well-ordered academic community" envisioned by Smith College, each student is responsible not only for her own

conduct standards but also for the obedience to administrative as well as academic rules by all other students.

Established rules and regulations, under this system, must be upheld, and the student is on her honor to uphold them.

### Principles and Violations

"Every individual student is on her honor to uphold the rules of the College." If she does not obey the rules, she is "on her honor to report herself [italics mine] after the infringement of any rule." The "rules" are divided into two broad categories: academic and social. The violations are reported to two different boards. For a violation of an academic rule, the offender must report herself to the honor board. For a social rule infringement, "every student having knowledge . . . reserves the right to ask [italics mine] the offender to report herself to [the] Judicial Board."

Academic rules cover plagiarism and student conduct during examinations. Social rules, in a broad sense, include administrative rules such as curfew and drinking on campus. Stealing college property or stealing from other students and the submission of false written reports are included as violations under the social rule category.

### Administration and Procedures

When an academic rule violation is reported to the honor board, the chairman conducts the preliminary investigation. If a hearing is warranted, the chairman convenes the honor board for a confidential trial. Evidence is examined and witnesses are questioned until the members are satisfied that all available information has been presented. Deliberation follows, and it is here that a notable difference from other systems occurs. The board does not vote by secret written ballot to determine guilt or innocence. Instead, the board talks "until unanimous agreement" is reached.

Punishment for major offenses may be expulsion, but normally the corrective action is much less severe. Loss of grade, loss of credit, probation, or combinations of these punishments are common. Records are not maintained on such hearings; therefore statistics are not available.

### Analysis

The present concept and operation of this system are results of a general revision "by the full student body in 1955." A cynical but perhaps realistic view of this system might include the observations that follow. It is doubtful that many students feel "honor bound" to turn themselves in

for a violation of an administrative regulation which is, in itself, an honor violation. A student is "on her honor" to obey the rules; if she knowingly breaks a rule, it has to be by design. Therefore she formulated the act in her mind beforehand and accepted the honor code violation as a necessary outgrowth. Few students would then worry about the secondary honor violation; that is, failing to report one's self for the initial violation. An unintentional rule violation is another matter and should result in the student's self-report.

In the opinion of the author, the expectation of one student reporting a fellow student for an administrative rule transgression results in a serious overload of the honor code concept. To use an honor code to enforce regulations dilutes the system and deludes the proponents that this concept is accepted and followed. It is one thing to intentionally exceed a campus curfew; it is entirely a different matter to lie about it if questioned. Under the Smith College system, the former is an honor violation whereas the latter is not.

## Exhibit 8: Stanford University

### Introduction

Stanford University's code is an outgrowth of a system first introduced by its Law School students. In 1921, a large majority of the student body signed petitions requesting that a similar system be adopted for campus-wide use. Since that time, students have carried the responsibility for honesty in academic work. The code is a part of the student association constitution and reads, in part:

The Honor Code is an undertaking of the students, individually and collectively:

1. That they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
2. That they will not give nor receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading.<sup>20</sup>

### Principles

The Stanford code is the basic criterion for development of personal integrity. The concept of a minimum

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<sup>20</sup>Fundamental Standard and Honor Commission, The Fundamental Standard and the Honor Code, prepared under auspices of Associated Students of Stanford University ([Stanford, Calif.: Stanford University Press], 1966) [p. 5].

standard of honorable conduct is very strong in practical application and "has provided an opportunity to grow morally by exercising individual integrity." Students and faculty are cautioned not to expect everyone to reach this minimum standard, for the system "is not infallible" and the code "may offer too great a temptation for violation to some student."

### Violations

Cheating, including plagiarism, is the major offense under this system. Lying in a general sense is not a violation, but lying, on the student's part, to an instructor about an inability to meet an examination schedule or to turn in a project or paper on the designated day is considered a violation. A false written report concerning the same matters is also a violation of the code.

Toleration of an observed or known offense is not a violation; however, the students are cautioned that they have "the personal responsibility to uphold honorable standards of conduct in academic work and an equally important mutual responsibility to see that others uphold these standards."

### Administration

The administration of the code is vested in a judicial council which is a student committee composed of five men and five women elected for one-year terms. As representatives of the student body, the council's major responsibilities include regulation and interpretation of examination procedures, investigation and adjudication of alleged violations, and awarding of punishments. The latter is subject to approval by the dean of students.

### Procedures

A reported violation is handled in much the same way as in previously studied systems. On receipt of an alleged violation, the judicial council conducts a confidential hearing to determine the facts. Evidence is examined and witnesses are questioned using the same procedure as that employed by Princeton; that is, the defendant is never confronted with the witnesses who are testifying against him. Following the introduction of the evidence, the council votes on a decision and a simple majority is necessary to find a student guilty. Punishment, as set by the council, can range from failure in the subject involved to suspension for one or more quarters. In serious cases, expulsion has been the penalty.



Analysis

Because statistics relating to the average number of cases per year are "not available," no relative conclusions can be reached as to the effectiveness of this system. Some observations can be made, however, in analyzing Stanford's approach to over-all character development. The code is a manifestation of student concern for dishonesty in the academic area. The code is oriented on personal honor and integrity and through the years seems to have induced a strong spirit of honorable conduct among the majority of students. The code has weaknesses. It is concerned primarily with honorable conduct only during examinations. As a corollary, the code associates dishonesty (in verbal or written statements) only with examination schedules and in no other area. As an example, one violates the honor code if he or she untruthfully alleges that a scheduled examination was missed because of sickness. One does not seem to violate this same code if he or she lies to a dean about violating a curfew--or even lies to a fellow student.

Exhibit 9: Texas A&M UniversityIntroduction

"An Aggie doesn't lie, cheat or steal, nor does he tolerate those who do."<sup>21</sup> This is the formally stated Code of Honor employed by all students, cadet or civilian, at Texas A&M. In general, the system is analagous to that employed by The Citadel. There are some major innovations, however, and these are identified when discussed.

Principles

Personal honor in all phases of "Aggie" life is a serious matter. It is the "guiding star." The stated purpose of the Code of Honor is to instill "a high code of ethics and personal dignity." This code "asks nothing of a man that is beyond reason. It only calls for honesty and integrity, characteristics which we all admire."

Violations

The formal code is amplified in five articles. False or evasive statements, written or spoken, are violations under Articles I and IV. Taking or receiving property of another person without specific authority of that person

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<sup>21</sup>Texas A&M University, The Aggie Code of Honor (College Station, Tex.: [Texas A&M University, n.d.]), p. 3.

is a violation under Article II. Article III covers cheating: giving or receiving unauthorized assistance that gives "any student unfair advantage" is a violation. Toleration is amplified in Article V: a student is obligated to report all observed incidents and those of which he has knowledge.

One major difference between this code and all other systems examined relates to the element of time. If a student violates one of the precepts covered in the five articles and reports himself within 24 hours after commission of the act, this student is "in no way guilty of an honor violation." No action is taken unless the act was a violation of a college rule or regulation.

#### Administration

There are two honor oriented councils at Texas A&M. One is the Cadet Honor Council; the other, the Civilian Student Honor Council. Each is composed of from four to seven members of the senior class. All members are appointed by the cadet corps commander or the president of the civilian student council. For each hearing, an ex-officio member is appointed to the applicable council. This ex-officio member is either the cadet commander of an accused cadet or the civilian dormitory president of an accused civilian student. This member has no vote.

### Procedures

Although not given a vote, the ex-officio member is "the backbone of the judiciary machinery," for in his position as cadet company or squadron commander or civilian dormitory president, he is automatically the unit or dormitory honor representative. All reports of alleged violations are made to him, and it is his duty to determine if a true honor violation has occurred or merely a violation of regulations. If he believes a hearing is warranted, he notifies the president of the appropriate honor council.

Specific hearing procedures are not amplified in The Aggie Code of Honor; however, after evidence is heard and witnesses are questioned, the council votes on a decision. A simple majority of the voting members is required to convict. If a guilty verdict is reached, the council also sets the penalty. Punishment can range from a simple admonition (verbal or written) to course failure, suspension, or, in rare cases, expulsion.

### Analysis

Average yearly statistics supplied by the college indicate that stealing is the major offense (14 cases) followed closely by lying (13 cases). Cheating runs a distant third (7 cases). However, guilty verdicts are 10, 9, and 7,

respectively. It is interesting to note that the majority of offenses do not involve cheating. (Most college honor systems are only oriented on cheating.) Statistics from The Citadel, West Point, and the Air Force Academy (whose codes include lying and stealing) reveal that most violations are for lying.

The innovation of relating an honor violation to an element of time may have been designed to absolve accidental or unintentional violations; however, waiting 24 hours before calling an inherently dishonorable act (intentionally committed) a violation of this "high code of ethics" is of questionable merit. The obvious flaw is that this grace period may result in a disregard for honor. A cadet can take a chance at committing a dishonorable act, knowing that if he is caught in the act he has 24 hours to "cleanse" himself.

Council members are appointed and the honor representatives are selected on the basis of military and dormitory positions. This is a student code without democratic representation.

The Texas A&M code is an idealistic approach to character development. It seems that the attempt to "humanize" the code has resulted in a diluted system.

Exhibit 10: University of VirginiaIntroduction

The honor system of the University of Virginia is similar to the systems employed by West Point and The Citadel. The spirit behind the system, the precepts, and the penalties are nearly identical. However, major differences do occur in the procedures used to process a suspected violation and in the organization of the honor committee.

Principles and Violations

The system does not have a formally stated code as do West Point and Texas A&M. "Lying, cheating, stealing, and breaking one's word of honor are, however, clearly infringements of the Honor System."<sup>22</sup> The Virginia system also requires a student who has knowledge of an honor violation to accept the responsibility of "protecting the Honor System and the student body" and of accusing "the suspected student to his face." A major difference arising here is that the system is considered to belong so exclusively to the student body that "no member of the faculty or administration may make honor accusations--it must be done by a

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<sup>22</sup>University of Virginia, An Explanation of the Honor System; Procedural Features [Charlottesville, Va.: University of Virginia, n.d.].

student."<sup>23</sup>

### Administration

The honor committee is composed of the student presidents of each of the ten schools of the university. The eleventh member of the committee is the vice-president of the school in which the accused is enrolled. The school president of the accused acts as committee chairman for the hearing. General duties of this committee are similar to those discussed in previous exhibits.

### Procedures

Investigation.--Members of the honor committee do not conduct preliminary examinations. This is an interesting difference in procedure. In theory, the accuser need never report a suspected violator. If a student observes a suspicious act, he, preferably with the assistance of two or three other students, must first "investigate the matter as secretly and as speedily as possible." If these student investigators then believe that the suspect is guilty, "they shall demand that he leave the University immediately."

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<sup>23</sup>University of Virginia Honor Committee, 1967-1968, "A Letter to Incoming Undergraduates from the Chairman of the Honor Committee" [Charlottesville, Va.: University of Virginia, n.d.].

Two courses are open to the accused. He may either leave the university or request that his case be heard by the honor committee. If he departs without a trial, his accuser must notify the committee so that the case may be recorded. Under these circumstances, the accused is considered guilty as charged. If the accused appeals his case to the honor committee, he has seven days in which to prepare his case, but he may request an earlier hearing or, conversely, more time to prepare his defense.

Hearing Procedures.--As in other systems, the accused is present during the proceedings. He may be represented by counsel from the student body. All evidence is carefully reviewed and witnesses are questioned by both sides. The committee deliberates in closed session and votes by secret ballot. A unanimous verdict is not required to convict, as is the case at West Point and The Citadel. If eight of the ten voting members "are convinced beyond a reasonable doubt of the guilt of the accused," he is considered guilty. The penalty for a guilty verdict "will always be permanent dismissal from the University."



### Analysis

The University of Virginia honor system had its beginning when Southern aristocracy was at its acme. The customs and culture of that social class demanded that its members be gentlemen in thought, word, and deed. From that illustrious background, the present concept of honor and integrity grew to form the tradition on which today's honor system flourishes.

No numerical comparison with other honor systems is possible as statistics are "not kept." However, with such a strongly developed spirit of honor--"The Way of Honor is a way of life at the University of Virginia"<sup>24</sup>--the author believes this system has the support of most of the students and is a workable and beneficial system.

The author does question two points previously discussed. The first involves the policy of having the accuser investigate a suspected violation. In theory, this practice may appear to be a convenient and speedy method, but the result can lead to a denial of the basic rights of the accused. Under this procedure, the principal witness against the accused first acts as the chief investigator, the judge,

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<sup>24</sup>Ibid.

and the jury. If the accused requests a trial, the accuser becomes the prosecutor as well as the principal witness. It is recognized that if the accused is clearly guilty, this procedure has certain advantages, particularly where a conscious distaste for reporting others exists. However, the author has seen many apparently guilty students bitterly contest the charges of an accuser and even refuse (for awhile) to admit guilt after having been found guilty. The author's experience has shown that the use of an impartial investigator eliminates the problems of basic legal rights mentioned above.

A second weak point exists where complete student ownership is practiced to the exclusion of faculty reported violations. Violations, particularly in the area of academic cheating, can frequently be observed or discovered by an instructor. Two examples, both outside the realm of personal observation, are illustrative of this contention. Plagiarism is the most obvious of the two and needs no further amplification. The other concerns a situation where two test papers contain answers so similar that the suspicion of copying or, even worse, collaboration immediately arises.

Because this is a serious discrepancy, it is assumed that the University of Virginia honor system has incorporated procedures to resolve any problems that may arise from faculty knowledge of an honor violation. Such procedures, however, were not explained in the official references made available to the author. One possible solution would permit the instructor to relate his knowledge to a member of the honor committee for the latter's further investigation.

Exhibit 11: Williams CollegeIntroduction

The honor system of Williams College can be summarized in the mandatory statement that each student enters at the end of all examinations or other graded work: "I have neither given nor received aid in this examination (or exercise)."<sup>25</sup>

Principles

The constitution and regulations of the honor system establish rules and procedures for students and faculty during examinations. This constitution was "voted by Faculty" in 1960. Amendments must be "ratified by the Faculty." The constitution contains eight articles, each of which is subdivided into from one to five sections. There are a total of seventeen sections. Phrased like a legalistic document, it does not read like a student developed system based on the spirit of honor and integrity.

Violations

There is only one violation in this honor system and that is cheating on an examination, which is referred to as

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<sup>25</sup>Williams College, Honor System (Williamstown, Mass.: Williams College, September 1962), p. 1.

"fraud." Plagiarism is not "fraud"; it is not considered a violation even though the Williams College definition of plagiarism is "literary dishonesty." Toleration of "fraud" is not a violation; however,

Every student of the College shall be expected to lend his aid in maintaining this Constitution, and to report to the committee of eight any fraud observed by him in any exercises conducted under the Honor System.

#### Administration and Procedures

A student accused of fraud in an examination appears before a committee of eight students. Five of the committee members are appointed from the College Council and three, one from each underclass, "shall be selected from the undergraduate body at large."

During the formal investigation conducted by the committee, only student witnesses present evidence, "except that a member of the Faculty may present evidence of fraud in any paper handed to him."

"A vote of four-fifths of the committee present shall in all cases be necessary for conviction." An upper-classman, if convicted of fraud, will be separated from the college. The punishment for a freshman is suspension.

### Analysis

This system should not be considered an honor system. It has been drawn up with numerous "legalized" rules. Honor cannot be imposed on a student body by a fixed set of regulations which really govern the administration of examinations. Plagiarism, although defined as "literary dishonesty," is not considered an honor system violation. There seems to be no spirit behind this system, no feel for honorable conduct, no reference to honor or integrity. In the opinion of the author, the section which informs the student that he is "expected to lend his aid in maintaining this Constitution" would read more realistically if the word "regulation" were substituted for "Constitution."

According to the questionnaire returned to the author, Williams College suffers, on the average, one violation a year; however, "none this year." This was amplified by the following statement:

Williams Honor System . . . has been highly successful for the past fifty years. Part of its success, I am sure, is based on the fact that it is narrowly defined and does not extend to the general area of conduct and behavior.

Neither the writer of that statement nor the author of this paper has positive statistical proof of the status of honesty at Williams College. However, if the Columbia

University survey on college cheating can be relied on as a measure of academic dishonesty at a school with a similar system, the author believes that many Williams students would ridicule the above boast.

### Conclusions

The Columbia University survey on college cheating concluded that students cheat far more often than educators heretofore believed. The survey also suggests several methods by which colleges may reduce cheating. The principal method available is an honor code. The recent experience of the University of Notre Dame lends support to the adoption of just such a system.

Notre Dame initiated an honor system in 1964. The president, The Reverend Theodore Hesburgh, believes that there has been a "resurgence, not only of honesty and integrity, but also of excellence, freedom, and maturity among our students."<sup>26</sup>

There seems to be as many honor systems as there are colleges that use them. Table 3 highlights the major differences of the codes examined in this chapter. Each system does have a common precept directed at countering student cheating.

The titles "honor code" or "honor system" may be misnomers when applied to a system intended to suppress only one dishonorable act, such as cheating. (Five of the sys-

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<sup>26</sup>Dabney, p. 77.



TABLE 3  
COMPARISONS OF ELEVEN HONOR SYSTEMS

	USMA	AMHERST	BRYNMAWR	CALTECH	CITADEL	PRINCETON	SMITH	STANFORD	TEXAS A&M	U. OF VA.	WILLIAMS
Principles											
Student "ownership"	X			X	X	X		X	X	X	
Oriented on education		X	X								X
Oriented on integrity	X			X	X	X	X	X	X	X	
Precepts											
Lying	X				X		(e)	X	X		
Cheating	X	X	X	X	X	(c)	X	X	X	X	X(c)
Stealing	X			X	X		X		X	X	
Toleration	X				X	X		X	X		
Regulations				(b)			X				X
Committee Strength	30	10	9(a)	11	18	7	1	10	4-7(f)	10	8
Hearing	12	10	9	9	10	7	1	5	4-7	10	8
Guilty verdict	12	6	5	7	10	6	(d)	3	4	8	6
Punishment											
Loss of course credit or grade		X	X				X	X			
Reprimand		X	X				X	X	X		
Probation or Suspension			X	X			X	X	X		(g)
Resignation	X				X					X	
Expulsion				X	X	X				X	X

<sup>a</sup>Only 4 are students.

<sup>b</sup>Attendance at physical education classes and observance of library rules.

<sup>c</sup>Does not include plagiarism.

<sup>d</sup>Members "talk" until unanimous decision reached.

<sup>e</sup>Lying to an instructor about absence from an examination only.

<sup>f</sup>Cadet and civilian committees have 4-7 members each.

<sup>g</sup>Freshman.

tems examined are in this category.) Such approaches would be more accurately identified by a title such as "academic honor system."

This idea is further enforced by the ratio of cheating to other offenses. Case totals submitted by The Citadel and Texas A&M (the two colleges besides West Point that include lying and stealing as violations) disclose that there are less honor trials conducted for cheating offenses than for other offenses. An analysis of the Air Force Academy code, in Chapter V, will reveal that most honor hearings at that institution involved lying.

The study of several college honor systems has exposed some procedures which the author, based on his experience, considers to be poor. Amherst and Bryn Mawr have codes that are oriented on the intellectual or self-education responsibility of the student and not on honorable conduct per se.

The code of Williams College is a faculty developed system given to the student body in legalistic terms as a set of regulations. The code of Smith College is oriented on school regulations as well as on academic honesty. Under the Smith system, a student can lie about violating a rule against drinking and not necessarily feel guilty about

lying, since it is the breaking of the drinking rule that is considered "dishonorable." Under the Caltech code, breaking library rules and unauthorized absence from physical education classes are dishonorable acts.

Copying from another student's paper during an examination at Princeton and Williams is cheating; therefore, dishonorable. Copying the ideas of another from a book and presenting these ideas as one's own--plagiarism--is not dishonorable.

No member of the faculty at the University of Virginia may make an accusation concerning a possible honor violation. Faculty members at Williams College cannot testify against an accused student unless the faculty member has evidence of cheating (not plagiarism) in the form of a paper submitted to him for grading.

The West Point and The Citadel systems require a unanimous verdict of guilty to convict an accused student. Most of the other colleges require only a majority vote. At Smith, the voting members (which include faculty members) must "talk" until a unanimous decision of guilt or innocence is reached.

The Texas A&M code has an unusual innovation in that an honor code offense self-reported within 24 hours is not

considered an honor code violation.

The normal penalty for a guilty verdict at some colleges ranges from counseling, to a failing examination grade or failure in the course, to probation. The normal punishment at Williams, West Point, and The Citadel is expulsion or resignation. However, leniency can be invoked in certain cases at The Citadel, and at Williams guilty freshmen are suspended instead of expelled.

The author's experience, the Columbia University cheating survey, and the experience of many educators--all reveal that there is much less cheating at colleges which have an honor system that is strongly supported by a majority of the students. The systems which achieve the greatest support are those which are student controlled. Successful systems are those which induce among the users a wide-spread belief in "no toleration." The successful systems eliminate most violators from the student body. Lesser punishments may be available to the administrators of some good systems, but this alternative is used sparingly.

With the analysis of eleven honor systems as a background, the Air Force Academy code can now be examined in depth to learn how this systematized code attempts to impart character and integrity in future military leaders.

## CHAPTER V

### THE AIR FORCE ACADEMY CADET HONOR CODE A CASE STUDY

#### Introduction

The Air Force Academy was not quite ten years old when it suffered the disruptive events of its first mass cheating incident. The incident raised serious doubt as to the worthiness of the Cadet Honor Code. Supposedly, it had the required features of a workable, effective code; nevertheless, more than one hundred members of the student body demonstrated a lack of concern for the Code's moral standards and violated its basic precepts.

The fact that the Academy experienced a "cheating scandal" does not necessarily mean that its Honor Code is a bad code. On retrospective analysis, it may be concluded that the Code, because of the scandal, is now more strongly supported by the Cadet Wing and has become a better device for molding integrity than before. The author's research has shown that an honor code can be an effective technique for developing the leadership attributes of honesty and

integrity. In this chapter one specific code is examined in depth to show (1) how it has been strengthened by a test of its functionality, that is, the "cheating scandal," and (2) how it has become (in the author's opinion) the best of the college codes examined (in terms of a leadership training device).

In accomplishing this task, the scandal is discussed briefly and an analysis of causes is made in order to show obstacles which the Cadet Wing had to overcome in efforts to strengthen its code. Strengths and weaknesses of the Code before and after the scandal are discussed; major features of the Code as it functions today are highlighted, as are those areas which may still warrant improvement.

But first, to provide a background, a brief historical sketch of the Academy and its Code is in order.

### Brief History of the Code

#### Birth of the Air Force Academy

The U.S. Air Force became a separate service on 26 July 1947 when the National Security Act of 1947 was signed into law. One of the early concerns of this fledgling service was the lack of an adequate source of professionally trained officers. Aviation cadet schools, officer candidate schools, and the Air Force Reserve Officer

Training Corps (AFROTC) detachments supplied most of the young officers. These sources, however, did not produce the number of college-trained officers the Air Force desired. In 1949, the Army and the Navy agreed to permit up to 25 per cent of their West Point and Annapolis graduating classes to accept Air Force commissions. This was only a temporary solution since the Army and the Navy were also short of well-trained junior officers.<sup>1</sup>

The establishment of a separate military college for the new service was recommended by many Government leaders. As a consequence, in December 1949, President Harry Truman approved the initiation of preliminary planning for an Air Force academy. LTG Hubert Harmon was designated as project officer to direct this planning.<sup>2</sup>

After nearly four years of work by the Air Force and deliberation by the Defense Department and Congress, President Dwight Eisenhower signed into law, on 1 April 1954, the Air Force Academy bill. General Harmon was appointed the first superintendent.<sup>3</sup>

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<sup>1</sup>"Manpower," Air Force, XL (August 1957), 292.

<sup>2</sup>Ibid.

<sup>3</sup>"Military Training," Air Force, XL (August 1957), 313.

That same year, a site near Colorado Springs, Colorado, was selected as the permanent location for the academy; however, until facilities were constructed, the school would operate at Lowry Air Force Base, Denver. The first class (306 cadets) began training in July 1955. The move to the Colorado Springs site was completed three years later. The initial class (then 207) was graduated in June 1959.<sup>4</sup>

#### Development of the Honor Code

During the initial planning for an academy, General Harmon recognized a need for some type of honor system as an important part of the leadership training program. However, he recognized that an honor system could not be forced on the students; the cadets had to see a need for an honor code and develop one themselves. General Harmon's plan, therefore, was to task the officers of the commandant of cadets' staff with a requirement to provide the initial class with an honor code framework which the cadets could use as a basis for a detailed code.<sup>5</sup>

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<sup>4</sup>"School of the Sky," Air Force and Space Digest, XLII (June 1959), 35-36.

<sup>5</sup>Raymond J. Calkins, "The Morality of the Air Force Academy Honor Code" (unpublished master's thesis, Catholic University, July 1966), p. 8.



General Harmon's contributions to the Academy were numerous. His successor, MG James Briggs, commenting on General Harmon's contributions with respect to the honor code development, stated: "One great mark that he left with us was his introduction . . . of the honor code, which we hope will carry on for years into the future."<sup>6</sup>

The framework of the new code was developed by Academy staff officers using the West Point Cadet Code as a model. The expected acceptance of the code by the new cadets was accomplished more rapidly than had been anticipated. Careful presentation by junior officers during the 1955 summer training period resulted in cadet unanimity for its acceptance. Initial plans had called for a formal vote by ballot; however, informal cadet consensus favored implementation, and the code was adopted without a formal ballot. CPT Leonard J. Mahony, a member of this first class, wrote:

Inasmuch as my class was the first to enter the Academy we were introduced to the honor code by junior officers. Perhaps the most important contribution of most of these men was to impress two convictions upon our thinking: that the code was foremost and that its principles had lifetime benefit and applicability. Moreover, it was clearly transmitted that the code belonged to us--to

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<sup>6</sup>U.S., Congress, House, "The Late Lt. Gen. Hubert R. Harmon," Congressional Record, 85th Cong., 1st Sess., 1957, CIII, No. 52, p. 3924.

accept, change, or even reject.<sup>7</sup>

The Code itself was a simple, direct statement: "We will not lie, cheat, or steal, nor tolerate those who do."

One of the first requirements was to organize an honor committee. Here, too, the West Point procedure was followed. Each squadron elected one cadet to represent the squadron in all matters relating to the new Honor Code. The newly elected Cadet Honor Representatives selected one of their members to act as chairman. The commandant appointed an air officer commanding<sup>8</sup> to act as officer-in-charge (OIC) of the newly elected honor representatives. The OIC's function was (and still is) to advise the honor representatives on the mechanics of putting the Honor Code into operation. The OIC supervises the preparation and the conduct of the honor code indoctrination program for the new fourth classmen. He also attends all honor hearings and handles the administrative processing of any cadet found guilty of a

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<sup>7</sup>Calkins, p. 10.

<sup>8</sup>An air officer commanding (AOC) is the title given a captain or major assigned direct responsibility for a cadet squadron. As such he is charged with counseling, disciplining, motivating, and controlling approximately 110 cadets of all four classes. A similar function is performed at West Point by Tac officers. While assigned to the Air Force Academy, the author's primary duty was as an AOC.

violation.<sup>9</sup>

The bulk of responsibility for Honor Code functions belongs to the honor representatives. Their duties are (1) to indoctrinate new cadets and to periodically review the principles of the Honor Code with all cadets, (2) to assure appreciation of the standards of honor and to transmit the principles and standards from class to class, (3) to guard against the birth of practices that might become inconsistent with the spirit of the Code, (4) to inquire into irregularities of cadet conduct which may be in violation of the principles of honor, and (5) to determine if investigated irregularities warrant remedial action and to report their decisions to the commandant of cadets.<sup>10</sup>

### The Cadet Honor Code

As stated previously, the Air Force Academy Honor Code of 1955 was, in general, a reproduction of the West

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<sup>9</sup>The title was changed in 1966 to officer-advisor to reflect more accurately the actual function of this duty.

<sup>10</sup>Stanley C. Beck (ed.), Cadet Honor Code: Instruction and Reference Manual of the Air Force Cadet Wing (Colorado Springs, Colo.: U.S. Air Force Academy, 1967), p. 11-2; and William M. Charles (ed.), Summer Honor Instruction (Colorado Springs, Colo.: U.S. Air Force Academy, 1963), p. 9-2. (These booklets are the primary sources for the information contained in the following sections on honor code precepts and administration.)

Point Code. However, after its transplantation, it began to develop its own "personality." Because this new Academy was not steeped in tradition, changes deemed beneficial were easier to make than at West Point. Significant changes (and the author concludes that these have been improvements) are discussed in succeeding pages to show that the honor representatives have been responsive and progressive in making changes to the Code, changes that have been evolutionary, not revolutionary.

One of the major changes involved a rewording of the Code. It is believed that in 1961 the honor representatives made this change to improve the grammatical structure of the Code. The new wording retained the four basic precepts but rephrased the "no toleration" section. The Code now reads: "We will not lie, steal, or cheat, nor tolerate among us anyone who does."<sup>11</sup>

Through the years the Cadet Honor Code has been considered a primary means of developing honor and integrity,

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<sup>11</sup>Due to an apparent lack of procedures to assure complete dissemination of information regarding changes in the Code, some Academy officials were not informed of this change. Hence, for nearly two years, the Academy catalog and one or two other publications carried the old wording. When the scandal occurred (in 1965), early newspaper reports carried the original wording of the Code.

with the ultimate objective oriented on production of an officer graduate whose integrity and moral standards are above reproach. The official Air Force Cadet Wing Manual 30-1 (see Appendix D) states:

There can be no shading, no equivocation, no quibbling among honorable men. This Code is intended as a basis upon which each cadet continues the self-development of his personal standard of honorable and ethical conduct. It represents the minimum standard expected within the Air Force Cadet Wing. A cadet who violates the Honor Code indicates his unworthiness to be a member of the Wing.

Each cadet becomes a guardian of the Code and is responsible to his comrades for the maintenance of the standards of integrity they have established. These standards "will serve as a cornerstone for his life of dedication to his country . . . [and will serve] as an inspiration . . . to associates in the United States Air Force after graduation." (See Appendix D, para 4a.)

### Precepts

The Code guards against the liar, the cheat, and the thief. It further prohibits acceptance of their dishonest acts. The Code presents these proscriptions in simple and direct terms. However, the initial honor representatives realized that interpretations were necessary to clarify the specific acts which constituted lying, cheating, and

stealing. Therefore, these three terms are reviewed along with the interpretations of the Air Force Academy honor representatives.

Lying.--A statement, written or oral, that is not completely true is prohibited. Any attempt to conceal the facts by "quibbling" is also considered dishonorable.

"Quibbling" is defined as any statement based on evasion or rationalization of the point in question. This facet of the Code presented a delicate problem since it required the honor representatives to attempt to draw a distinction between what was quibbling and what was not. Two examples below illustrate the enigma facing all representatives when called on to interpret honor code precepts.

1. Cadets are expected to shine their shoes before meal or parade formations. In one incident, Cadet "Doolie" did not shine his shoes before a formation. When asked by an upper classman if he had shined his shoes, he answered "yes," rationalizing that he had shined his shoes, even though it was yesterday. This was considered "quibbling" and an honor violation.

2. Before a parade, Cadet "Smarty" used graphite to cover up a rust spot on his rifle in order to avoid demerits. Is it an honor violation if, during inspection of the

rifle, the rust spot is not found because of the graphite? Is it an honor violation if the rifle is not inspected? The honor representatives decided that neither of these acts constituted an honor violation.

Two other situations that required interpretation were entitled "pop-off" and "tact." A "pop-off" was defined as an incorrect "yes" or "no" answer given quickly without thought. As soon as the cadet realizes his answer is incorrect, he must correct it. "Tact" involves situations where an exact truthful answer may offend, embarrass, or hurt the questioner. Tact is defined as the social avoidance of the complete truth in order to prevent embarrassment to others. An example: Cadet "Crude" is asked by a hostess how he likes the dinner she prepared. The cadet is not expected to tell her he thought the meal was terrible, even if he did think so. Dr. William Rucker expressed this same idea in his advice to new members of the U.S. Public Health Service:

Being truthful does not imply disagreeable bluntness. There are many things which are just as well left unsaid lest they wound others. . . . There is no excuse for brutally hurting someone's feelings.<sup>12</sup>

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<sup>12</sup>William C. Rucker, Leadership: A Manual on Conduct and Administration (New York: Macmillan Co., 1926), p. 36.

Other situations that eventually required determination included kidding, practical jokes, and "bluffing" (guessing) answers to direct questions.

There are several types of written reports or "signatures"; but, basically, whenever a cadet places his signature on a form, log, or report, he is certifying that the information contained therein is accurate. Written or spoken, a cadet's word is his bond.

Stealing.--Stealing is simply defined as taking someone else's property, thereby depriving the owner of its use. In conjunction with deprivation, "borrowing" had to be precisely defined. A cadet could borrow an item if he had specific or implied permission and, in all cases, left a note of explanation.

Borrowing has always been a minor problem within the Cadet Wing. Recordings, books, cigarettes, and gymnasium apparel are four items that many cadets "borrow" from their friends and squadron-mates without going through the process of leaving a note. The recordings and books are returned if the cadet does not forget who the original owner was. A cigarette borrower "intends" to repay the loan; whether he does or does not is considered relatively unimportant by some cadets. The loss of gym clothes is attributed to



carelessness.

Taking library books or magazines without checking them out was considered stealing. When a question arose concerning "hiding" reference material on another shelf, thereby "reserving" the reference for later use, this, too, was interpreted to be an act of stealing. As the Code evolved and was interpreted, representatives reexamined both of these acts. A library book is Government property; taking a library book with the obvious intent of keeping the book is stealing. But "borrowing" a reference volume or "hiding" a book has been placed in the category of taking unfair advantage of others, hence, it "could [*italics mine*] be considered cheating."<sup>13</sup> This area is explored in more detail later.

The wilful destruction of Government property "is no less serious than like offenses against private property."<sup>14</sup> This is now an area that seems to require redefinition. Is it a dishonorable act to intentionally throw a rock through a plate glass window? Such acts raise serious doubts as to fitness for positions of authority and should be handled administratively rather than as honor code violations. An

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<sup>13</sup> Beck, p. 15.

<sup>14</sup> Beck, pp. 11 & 4-2.

incident of this type occurred when a cadet intentionally fired his pistol through a cadet chapel window. He was dismissed through administrative process.

Through the years, other acts that required clarification under the category of stealing included improper use of credit cards, disposal of money or articles found by a cadet, and a determination of what specific items could or could not be "smuggled" from the cadet dining hall.

Cadets are permitted by regulations to take fruit from the dining hall after meals. No other item was authorized; consequently some cadets would occasionally "smuggle" cookies, cake, and milk for later snacks. More enterprising cadets smuggled bread, butter, sliced meat, ketchup, salt and pepper, ad infinitum, and made sandwiches for sale during the evening. Knives, forks, spoons, cups, and saucers were other items "borrowed" from the dining hall. Unfortunately, so much of this equipment was never returned that the honor representatives believed this was dishonorable. But a distinction was made between food and equipment, because the food had been placed on the table for consumption. However, the logical extension of this problem was to categorize ketchup, mustard, salt and pepper, peanut butter, and other foods in containers. The eventual decision

considered the "smuggling" of equipment and food in containers as an honor violation; other "smuggling" only violated regulations.

Cheating.--The offense of cheating basically involves taking unfair advantage of another in an academic situation. Some obvious violations are copying from another's test paper, using "crib" notes during an examination, changing an answer after "cease work" is given, changing an answer after a paper has been graded, and cheating on take-home tests.

Take-home type tests have been criticized frequently for placing too much temptation before a student. This temptation is further increased if the student believes others are taking advantage of the opportunity. It is easy for an immature teenager to rationalize his actions, particularly when thoughts of better scores, higher course grade, better general order of merit on the graduate list, and increased prestige flow through his conscience. The personal gain achieved by taking a peek at notes or books or by exceeding the time limit (an even easier infraction) may be too attractive. One can live with one's self if a slight guilt feeling is the only cost. A potential "first offense" area could be eliminated if evening time was limited to

studying and examinations were restricted to scheduled classroom time.

An area of interpretation that has resulted in continuous controversy concerns what a student who has taken a test may say to a student who has not yet taken the same test. A carry-over philosophy from West Point requires that each cadet be graded on the same subject matter. This is considered to be the only fair way to accurately compare performances. To ease scheduling difficulties, the Monday and Tuesday (M & T) system was devised. As an example: Half of the students in a mathematics course attend Monday, Wednesday, and Friday classes the first week and Tuesday and Thursday classes the following week; the other half follow an opposite schedule. Any advance information about an examination could be of significant help to untested students. The question was how much test information could be discussed by tested students? The honor representatives had to decide on a limitation; therefore, they settled on a simple confirmation: "Yes, we had a quiz today."

Passing test information was the Honor Code violation which brought about both the 1965 and 1967 cheating incidents. The M & T day schedule facilitated exchange of test information and was subsequently criticized. In 1965,

the honor representatives believed that the M & T day schedule was not too great a temptation and should continue without change. (No changes were made.) Following the 1967 incident, Academy authorities again gave serious consideration to test scheduling problems. It was decided to give completely different examinations to the split classes so that no significant advantage could be gained by open discussion. A free discussion policy would have pedagogical advantages and would reduce some pressures associated with the close environment of cadet academic life. However, the final decision was to be made by the Cadet Wing.

In August of 1967, the free discussion policy was discussed in every cadet squadron and a vote was taken. The result was an overwhelming negative vote; the cadets wanted to retain the traditional "no discussion" policy. The basic belief was that some unfair advantage would accrue even if the tests were different. Therefore, as an aid to the cadets, the date of the last test to be given in a lesson is placed on each examination paper. After this date, cadets are free to discuss the examination.<sup>15</sup>

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<sup>15</sup>Office of the Commandant of Cadets, "Cadet Wing Digest," No. 17 (Colorado Springs, Colo.: U.S. Air Force Academy, 27 October 1967).

Plagiarism is also within the category of cheating. The English Department distributes a handbook explaining the required documentation of themes, but there are several acts not specifically covered. "Stuffing" a theme with non-existent quotes and authors, false documentation (referring to books not actually used), inventing a bibliography, and reusing themes in other courses are four areas that required clarification.

Toleration.--"Nor tolerate among us anyone who does." This is the part of the Code that causes it to function effectively and keeps it from becoming simply another regulation. It is each cadet's responsibility to guard against practices that are inconsistent with the "spirit" of honor. An honorable man cannot tolerate dishonesty. His duty and loyalty to himself and to the Cadet Wing transcend personal feelings he may have for a classmate or a friend. A friend cannot be much of a friend if he asks another to cover for his dishonesty.

The Code has been severely criticized because "the no-toleration aspect breaks down," and critics point to the cheating scandal as the primary justification for this claim. A "breakdown" did occur, but not to the extent claimed by many critics. The no-toleration aspect is

examined in more detail when strengths and weaknesses of the Code are analyzed.

### Application

Duty.--Since the Cadet Wing is organized along the normal lines of military structure, upper-class cadets receive much greater authority and responsibility than do upper classmen in civilian colleges. Much of this authority and responsibility is possible because of the Honor Code; cadets can be trusted. This attitude eliminates a "watch dog" or "policeman" relationship with the commissioned officer staff. Cadets in the chain-of-command and those on security flight duty (cadet officer-of-the-day and his staff) have duties to perform and reports to render. Because of the Honor Code, AOC's and other faculty and staff officers know that duties will be performed and that reports will be complete and accurate. This is a relationship made possible only by complete acceptance and adherence to the precepts of the Honor Code.

Privileges.--The cadets, by giving their word that certain requirements have been met, are given much more freedom than would otherwise be possible in this type of leadership training system. The cadet's word, in exchange

for privileges, is made possible by trust. It is similar to a situation in which a boy makes certain promises to his father in exchange for use of the family car. There are three requirements that must be fulfilled before a cadet may sign-out on a privilege. First, the cadet must be authorized the privilege (relative to type and number) and must have no conflicting duties; second, he must receive permission; and third, he will follow the guidelines which define and limit the privilege. This is explained in Air Force Cadet Regulation 35-8 (see Appendix E).

The Status Card.--The status card is a mechanical device by which each cadet is able to account for his absence from his room. The old West Point "absence card" was a "button on a string" arrangement; that is, the cadet slid a button along a string opposite his name and stopped the button in one of five or six applicable categories or locations. The Air Force Academy retained the same idea, but uses a two-position "card" which states, in effect, that the cadet will remain within the limits that apply to him during his period of absence, or if he leaves these limits he has been authorized to do so (see Appendix F).



The "All Right."--For many years, the answer "all right, Sir," was used as a simplified method of giving an oral assurance that certain situations existed: (1) all cadets are present, or absence of roommates has been authorized; (2) the cadet is authorized to be where he is; (3) the cadet does not have the lost articles. Minor modifications handled minor variations of these situations.

At the present time, the "all right" is used for "lost articles" inspections only. (See Appendix G for amplification.)

#### Cadet Administration

The Honor Committee.--In March of their sophomore year, third class cadets of each squadron elect one of their classmates to represent that squadron on the honor committee. During the subsequent fifteen months the selected cadet serves as an apprentice honor representative, observing and assisting the first class representatives. Apprentice representatives aid in conducting investigations but do not sit on a hearing panel. When the representatives become first classmen, they inherit primary responsibility for indoctrinating new cadets, conducting periodic review classes on the Code in their squadrons, investigating alleged violations, and conducting hearings.

New Cadet Indoctrination.--Formal instruction on the Honor Code begins during the first month of the summer training program. This is not the first exposure of the Code to the new cadets since each received introductory material on the Code in the spring. In 1963 the chairman of the honor representatives reinitiated the previously suspended policy of sending a letter of explanation to each cadet candidate. In the spring of 1967, the honor representatives improved on this procedure by sending a small, seven-page booklet containing honor code information. This year, 1968, both a letter and a booklet were used in an effort to better prepare the newly selected cadets for the challenges of Academy life and a future Air Force career.

The letter emphasizes the responsibility and the privilege of living with honorable men. The true worth of the Code is not entirely in its wording, but rather in the aura of trust that emanates from the support of the Code by all the cadets. The result is portrayed as the most rewarding experience of the four years of Academy life. This concise statement of cadet beliefs has been included as Appendix H.

During the spring, the honor representatives prepare the instructional program which they will employ during the

Summer Basic Cadet Training Program. The over-all course outline and individual lesson plans are developed to fill the fifteen hours programmed for Honor Code training indoctrination. On completion of this phase, the honor representatives then design periodic review classes to be conducted in each squadron during the academic year. The purpose for these monthly review classes (first begun on a small scale in 1964 and expanded each succeeding year) is to keep alive the spirit of the Code, emphasizing that it is a minimum standard of honorable conduct and not an end in itself. The two sets of lesson plans are then combined, and the result is the Instruction and Reference Manual of the Air Force Cadet Wing. The 1967-68 manual (edited by LTC S. C. Beck, the present officer-advisor) is the finest product that combined officer-cadet efforts have produced to date. It reveals the substantial emphasis placed on the indoctrination and instruction of new cadets.

The fifteen hours of scheduled instruction are formally taught by honor representatives. Several improvements in techniques have been made during the past few years, but the goal remains the same, to give each cadet a clear, basic understanding of the spirit of honorable conduct. The first eight hours (which are considered the critical lessons) are

assigned to two-man teams. Each team is responsible for preparation, rehearsal, and presentation of one one-hour lesson to all new cadets, in squadron-size classes. This technique (a recent innovation) results in maximum standardization of lesson teaching points. Previously, a team taught eight lessons to one squadron, which resulted in different interpretations from squadron to squadron.

Three of the remaining hours are review classes; one is a personal interview; and the final hour is an address by the commandant of cadets.

The personal interview deserves special mention. This technique, formalized in 1963, permits each new cadet to privately ask questions and discuss any reservations he may harbor about complete acceptance of the Code. In turn, it is the responsibility of the honor representative to insure that the new cadet has a sound understanding of the system and is ready and willing to accept it before he joins the Cadet Wing. One interview procedure has recently been changed. The private interview is now conducted by the cadet element leader (the Army term is "squad leader") rather than by the squadron honor representative. The author believes this procedure merits close watch by the honor representatives and the Academy staff so that this

increased cadet responsibility is fully understood and accepted. A disinterested or indifferent attitude on the part of the element leader can impair development of the spirit of honor and result in slow decay of honorable conduct.

Review.--Periodic review classes are scheduled to be given to all four classes during the academic year. Squadron honor representatives conduct the classes and answer pertinent questions. During these sessions, the honor representative briefs the squadron on recent hearings and clarifies points of confusion.

Reporting Violations.--When a cadet suspects that another cadet has committed a violation of the Code, he should first speak to that cadet. This conversation may clarify whether or not a violation has actually occurred. If the explanation is not satisfactory, the suspect should be advised to report to his honor representative. The accuser should also report the incident to his honor representative.

If an AOC suspects that a violation of the Code has occurred, he will report this fact to his first class honor representative or to the officer-advisor of the honor

committee. Other officers will render their reports, with evidence, through their department heads. The department heads will relay the facts to the officer-advisor (see Appendix D, para 9).

Investigations.--The honor committee chairman will appoint a three-man team to investigate alleged violations. This team is normally composed of the two honor representatives from the squadron of the suspected cadet plus another first classman appointed by the chairman. This team will talk to the accuser, other witnesses, and the suspect and will examine pertinent evidence. The suspect is informed of the charge against him and advised of his rights relative to self-incrimination. On completion of their investigation, the team makes a report to the chairman. If the team decides that a hearing is not warranted, no further action is taken. If it is decided that the incident warrants a hearing, the chairman appoints eight first class representatives to hear the case.<sup>16</sup>

Hearings.--Eight selected first class representatives and the chairman constitute the Hearing Board. The

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<sup>16</sup>Beck, p. 21.

representative from the squadron of the accused will not be a member. In addition, any representative who believes that he may be prejudiced may remove himself from the board. At the opening of the hearing the chairman again reminds the accused of his rights relative to self-incrimination under Article 31 of the Uniform Code of Military Justice. The accused also has the right to object to the presence of any member on the board and to the hearing being tape recorded.

A member of the investigating team presents the results of the investigation. Questions may be asked by the representatives. Witnesses involved are called to present their testimony and answer questions. The accused, who has been present through the testimony, is given the opportunity to call any witnesses or present any evidence on his behalf. He is then questioned by the members of the board.

After all the known evidence has been heard, the accused is excused and the board discusses the case until each member is ready to make his decision. A secret, written ballot is submitted by the eight selected board members. (The chairman does not vote.) If a unanimous vote of "guilty" is rendered, the cadet is convicted; otherwise, he is "not guilty," his case is closed, and he returns to the Wing in good standing. If he is found "guilty," the board

then considers "discretion."<sup>17</sup>

Discretion.--In the author's opinion the most significant change in the Air Force Academy Code has been the granting of authority to invoke "discretion" and return a "guilty" cadet to the Wing in good standing. "Discretion" is simply a second chance. The old, inflexible rule, that the only penalty for a violation is elimination from the Wing, has been discarded. This change has evolved out of prolonged controversy, and because it is such an important change it should be examined in depth.

The recorded history of "discretion" at the Air Force Academy dates to the fall of 1960. MG William S. Stone, then superintendent, was instrumental in presenting a "second chance" option to the Cadet Wing. This innovation was vigorously opposed by the honor representatives and subsequently voted down by the Cadet Wing. The principal reason for this opposition was a general feeling that the Code would be weakened, that a cadet might be more apt to commit a violation if he thought he would get a "second chance." In defense of the action taken by the cadets, some recognized that potentially good men might be saved, but they

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<sup>17</sup> Beck, p. 22.



apparently felt that the potential damage to the Code outweighed saving a few potentially good cadets.<sup>18</sup>

After graduation of the Class of 1961, the new honor representatives revived the "second chance" and retitled it "discretion." They packaged this new name with four stipulations designed to make acceptance of discretion more palatable to the Cadet Wing. The stipulations were (1) discretion would apply only to fourth classmen; (2) the case must be self-reported; (3) the offense must be of an inconsequential nature; and (4) the accused must be sincerely penitent and considered worthy of retention by the voting representatives. This was acceptable to most cadets, and in August of 1961 the authority to grant discretion was voted to the honor representatives. The honor representatives invoked discretion once the following month and once in November.<sup>19</sup>

The Class of 1963 honor representatives tightened the application of discretion by adding two other stipulations: that discretion could be used only through September and only when it appeared the fourth classman had not

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<sup>18</sup>Calkins, p. 25.

<sup>19</sup>This information was supplied by honor representatives of the Class of 1963 (after the author reported to the Academy in July 1962).

received adequate instruction. Despite these strict limitations, the representatives of this class invoked discretion twice, once in August 1962 and once in September. The representatives resisted all suggested relaxations of these "rules."

The procedures for voting on discretion (during a hearing) were novel and reveal the deep-seated feelings against a "second chance." After the board had heard all testimony from witnesses (including the accused), the closed decision-making session took place as usual. Any member was free to bring up the subject of discretion. If the general consensus favored consideration of this point, discretion was discussed until the members were ready to vote on it. (If one or more felt the cadet was not guilty of the offense, discretion was dropped in favor of a "not guilty" verdict.) The representatives voted by a show of hands; approval required a simple majority. If the vote was tied, the chairman voted to break the tie. The important feature to note here is that a discretion vote was taken before a vote on guilt or innocence. In this manner, no "guilty" cadet was retained in the Wing since the honor representatives, technically, had never determined that he was guilty.

The first liberalization of the heretofore rigidly applied discretion parameters occurred in October of 1963. A self-reported fourth class case fit within the parameters except for the September limitation. Long and heated discussion developed during the deliberation phase of the hearing, the point of contention centering not on whether the representatives should but whether they could extend the time period. Some cadets considered themselves to be only representatives of their squadron and hence could not make changes in procedure without majority approval of their squadron. Most of the cadets did not accept this limitation on their authority. They believed they were elected to decide on each issue as it developed and to decide as they determined best, without requiring specific approval by their squadron. This latter argument prevailed, but only after a compromise was reached that the time period would be extended only through December. (The stipulation relative to insufficient instruction was also dropped at that time.) On acceptance of this compromise, discretion in this case was approved. Discretion was considered during several subsequent cases through December but was not voted.

In January, another fourth class case developed involving a minor, self-reported offense. In this case the

honor representatives considered the accused penitent and worthy of retention. This time the opposition to a further extension of the time limit was short-lived, and discretion was voted. The honor representatives subsequently decided to extend the time limit to June, thereby authorizing discretion on fourth class cases for the entire fourth class year.

Unfortunately, sometime during the 1963-64 academic year, a pardoned fourth classman reappeared before the honor representatives for another violation. This case dampened the enthusiasm many representatives had had for discretion, and no more cadets were granted discretion until the Class of 1965 representatives inherited responsibility.

The next major liberalization of discretion occurred in October of 1964. A third classman had reported himself for a minor violation of the Code. The honor representatives were of the opinion that this cadet was of such character that his retention was desirable and they subsequently voted for discretion, thereby breaking one of the most rigidly held parameters (up to that time).

This case had an unexpected twist in that after being pardoned, this third classman became distraught and sought assistance from the mental hygiene clinic. He had

apparently retained a subconscious feeling of guilt for his honor violation and was unable to forgive himself. The cadet did not respond to counseling and treatment and, considering himself to be unworthy of being a member of the Cadet Wing, he subsequently resigned.

In the author's opinion, discretion was not again applied to upper classmen during the 1964-65 academic year because of the somber results of the initial case. Discretion for fourth classmen was invoked a total of five times during this same period.

During the 1965-66 academic year, the honor representatives reexamined the discretion policy. They reaffirmed the belief that this policy was not only justified but desired, if used selectively. Two minor changes resulted from this reevaluation. The favorable vote ratio was increased from 5-3 (a simple majority) to 6-2, and the vote on discretion would be taken after the vote on guilt. The reasons for these changes are unknown.<sup>20</sup>

The criteria for invoking discretion have been changed to remove much of the rigidity previously present. The guidelines which now govern the representatives' actions

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<sup>20</sup>Interview with LTC S. C. Beck, 4 November 1967.

are (1) the case should be self-reported; (2) there should be some type of unusual pressure or circumstance involved in the incident; and (3), and most important, the cadet must have truly learned the personal value of honor and must be resolved to live honorably in the future.<sup>21</sup>

During 1965-66, discretion was invoked seven times. One upper classman was given a second chance; however, since he was a first classman, this was a significant event. During 1966-67, discretion was voted fifteen times, with cadets from all four classes benefiting. See Table 4 for current statistics on discretion.

One case during the 1966-67 academic year was not self-reported; however, the honor representatives believed he would have reported himself.<sup>22</sup> This belief highlights a weak point in the concept of discretion.

Cadets witnessing a suspicious act are encouraged to confront the responsible cadet. If the offered explanation does not satisfy the observer, he is to encourage the offender to report himself. If the honor representatives now accept a delayed self-report by the accused as falling

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<sup>21</sup>Beck, p. 19.

<sup>22</sup>Telephone conversation with LTC S. C. Beck,  
12 January 1968.

**TABLE 4**  
**USAPA DISCRETION CASES**

Academic Year	1st Class	2nd Class	3rd Class	4th Class	Total
1961-1962				2	2
1962-1963				2	2
1963-1964				3	3
1964-1965			1	5	6
1965-1966	1			6	7
1966-1967	1	4	5	5	15
1967-1968 <sup>a</sup>	1	1	2	3	7
<b>TOTAL</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>26</b>	<b>42</b>

<sup>a</sup>Through April 1968

within the parameters of a self-reported case (for the purposes of discretion), there is danger that cadets may take advantage of this more flexible stipulation. A cadet may resort to this late reporting only when caught in an honor violation and throw himself "on the mercy of the court" by exclaiming repentance and vowing never to be dishonorable again.

This possible and obvious weakness accentuates the need for awareness and wisdom in the application of discretion. Elimination of the initial rigid stipulations had to be accomplished slowly; no one should have expected revolutionary changes in this area. However, there is a limit to the liberalization that should be attempted lest it reach a point where even cadets who commit serious or flagrant offenses receive a second chance, a condition which the early honor representatives feared.

As discretion is applied today, it is perhaps the most important improvement made in the Cadet Honor Code; it adds to the Code a humanizing influence associated with the Judeo-Christian principal of forgiveness.

Processing.--If an accused cadet is voted "guilty" of a violation and discretion is not invoked, the cadet is not returned to his squadron. After he is informed of the



verdict, he is escorted to the security flight area, where he will spend the night. (The majority of the hearings are conducted in the evening.) The next morning the officer-advisor briefs him on the processing procedures. The first step is counseling and is conducted by a legal officer who explains the action options. Although the cadet is expected to resign, he is not required to submit his resignation and may request that the superintendent appoint an official board of officers to hear his case. If the cadet selects the latter course, the superintendent will appoint a disinterested officer to conduct a formal investigation of the allegations and the evidence. If the evidence warrants, the superintendent will convene either a board of officers or a court-martial to hear the case.

Before making a decision the cadet may request counseling from his AOC, a chaplain, a psychologist, or anyone else he considers might be helpful. He may also request that he be administered a polygraph test.

If the cadet elects to resign, he is interviewed by the commandant before his resignation is accepted.

There are two items that stand out through these proceedings. First, the cadet is not treated as a criminal his processing is handled as is any other resignation;

second, he is neither expelled nor forced to resign. If he feels he is not guilty, he is encouraged to withhold his resignation until a formal investigation is completed.

Statistics.--Table 5 is a recapitulation of honor cases by academic year from July 1959 through 30 April 1968. The totals shown include the 155 cadets who resigned during the two mass cheating incidents; therefore, the totals do not accurately reflect cadet honor hearings because hearings were not conducted for the 105 cadets who resigned for cheating in 1965.

The percentage of losses decreased from 1959 to July 1963. The subsequent increase can be attributed to two possible causes: (1) better investigations and better hearings or (2) increased dishonorable activity in the Wing and, consequently, more apprehensions. (If so, this reveals that most cadets were not tolerating.)

Table 6 is a breakdown of "HV" losses by offense from July 1959 through 30 June 1967. Excluding the two mass cheating incidents, lying continued to be the major offense.

#### Weaknesses and Strength

No examination of the Air Force Academy Cadet Honor Code can be complete without a discussion of the two mass

TABLE 5

## USAFB HONOR VIOLATION CASES

Academic Year	Wing Strength	1st Class		2nd Class		3rd Class		4th Class		Total		Per cent Loss <sup>c</sup>					
		G	NG D	G	NG D	G	NG D	G	NG D	G	NG D						
1959-1960	1524			1	3	4	9	23	18	28	30	1.84					
1960-1961	1826			2	2	4	2	26	18	32	22	1.75					
1961-1962	2214	1	2	4	1	5	2	20	9	30	14	1.35					
1962-1963	2479	1	4	3	1	2	5	24	16	30	26	1.21					
1963-1964	2511	5	5	5	2	6	4	25	6	3	41	17	1.63				
1964-1965	2711 (2602 <sup>a</sup> )	38 (4 <sup>a</sup> )	9	57 (9 <sup>a</sup> )	6	34 (10 <sup>a</sup> )	3	1	26 (23 <sup>a</sup> )	21	5	155 (46 <sup>a</sup> )	39	6	5.72 (1.76 <sup>a</sup> )		
1965-1966	2808	5		1	4	3	5	2	23	10	6	37	15	7	1.32		
1966-1967	3120 <sup>b</sup> (3074)	2	2	1	50 (7 <sup>b</sup> )	5	4	7 (5 <sup>b</sup> )	5	5	11 (10 <sup>b</sup> )	16	5	70 (24 <sup>b</sup> )	28	15	2.24 <sup>b</sup> (0.78 <sup>b</sup> )
1967-1968 <sup>d</sup>	3261	2	2	1	1	2	1	2	1	2	17	7	3	22	12	7	0.67
TOTAL		54	24	3	127	2	5	69	33	8	195	121	26	445	203	42	

<sup>a</sup>The 1965 mass cheating incident involving 109 cadets (34 of '65, 48 of '66, 24 of '67, and 3 of '68) is excluded from these figures.

<sup>b</sup>The 1967 mass cheating incident involving 46 cadets (43 of '68, 2 of '69, and 1 of '70) is excluded from these figures.

<sup>c</sup>Per cent Loss = Total "guilty" divided by King Strength at beginning of year.

<sup>d</sup>Through April 1968.

TABLE 6  
USAFA HONOR LOSSES BY CATEGORY

Academic Year	Lying	Cheating	Stealing	Toleration	Total
1959-1960	18	8		2	28
1960-1961	24	6	1	1	32
1961-1962	19	11			30
1962-1963	17	12	1		30
1963-1964	21	12	8		41
1964-1965	27	120 (15 <sup>a</sup> )	3	5 (1 <sup>a</sup> )	155
1965-1966	21	16			37
1966-1967 <sup>e</sup>	10	45 (12 <sup>b</sup> )		15 (2 <sup>b</sup> )	70
TOTAL	157	230	13	23	423
Upper Class	40	178 (41 <sup>c</sup> )	10	17 (3 <sup>c</sup> )	245
Fourth Class	117	52 (51 <sup>d</sup> )	3	6 (3 <sup>d</sup> )	178
TOTAL	157	230	13	23	423

<sup>a</sup>The 1965 mass cheating incident cases (105 cheating, and 4 toleration) are not included.

<sup>b</sup>The 1967 mass cheating incident cases (33 cheating, and 13 toleration) are not included.

<sup>c</sup>Mass cheating incidents (137 cheating, and 14 toleration) are not included.

<sup>d</sup>Mass cheating incidents (1 cheating, and 3 toleration) are not included.

<sup>e</sup>Through 30 June 1967.

cheating incidents. The main historical events of each are presented and a brief analysis is offered. This is followed by an analysis of the Cadet Code with emphasis on four areas: (1) how the Code is related to regulations, (2) justice and individual rights of the cadet, (3) support from Academy staff and faculty, and (4) cadet support of the Code.

### The Cheating Scandals

Historical Events, 1965.--The initial facts of the 1965 mass cheating incident were reported to the commandant of cadets on 7 January 1965 by a second class cadet (junior). The following day another cadet substantiated the previously received information and contributed additional data. During the next ten days, selected members of the Academy staff reconstructed the known evidence, screened records, combed academic results, and formulated plans. The several preliminary decisions made were:

1. The honor representatives would not yet be informed because one of them was a suspect. It was also determined that the investigation would be too big for them to handle.

2. The Office of Special Investigations (OSI) would be contacted for advice and assistance.

3. The situation had to be handled confidentially to preclude premature exposure.

4. Positive evidence would have to be obtained before apprehending the individuals involved. (Trap tests were planned.)

5. The investigation should be made with all possible haste so that more cadets would not become involved. (The first graded reviews of the semester were scheduled for the last week of the month and, therefore, this became the target date for the "fixed" examinations.)

On 17 January the chairman of the honor representatives telephoned the author to report that two fourth classmen had informed their honor representatives that a "cheating ring" existed. The chairman was given the general facts of the case and told to have the two fourth classmen report to the author on the eighteenth. The chairman was strongly cautioned not to reveal the situation to anyone for fear of a premature disclosure.

On 18 January the two fourth classmen supplied corroborating facts and additional information which included a report that "squealers" would receive bodily harm. During this interview, word came that a third classman had additional information. During the eleven-day period from

7 to 18 January, five cadets came forward with the same basic facts.

Later on the morning of 18 January, the author conferred with the chairman of the honor representatives and related to him all the known facts and repeated the warning on secrecy. The chairman stated that during the morning he had discussed the situation with the vice-chairman. This piece of information was to result in a complete alteration of all formulated plans, for the vice-chairman was the suspected honor representative!

The author immediately relayed this inadvertent leak to the commandant of cadets who, in turn, informed the superintendent of this latest development and also of the threats of bodily harm. The superintendent decided that because of the leak (coupled with the threats), it was time to take action. That evening, eleven identified ring leaders or principal offenders were apprehended, and the investigation was underway.

Each suspected cadet was interviewed by two OSI agents who used their standard interrogation procedures so as not to violate the individual rights of the suspect. Each suspect made a formal statement and signed it during the interview. A total of 119 cadets were questioned by the

OSI. Of these, 105 admitted to actual cheating (and a number of them also admitted to other dishonorable offenses). Two of the 119 admitted to toleration only, and their cases were referred to the honor representatives. Twelve of the 119 cadets denied any knowledge of cheating, and no action was taken against them. After the OSI departed, files of some cadets were given to the honor representatives for further investigation. The honor representatives conducted several hearings and found four cadets guilty of toleration.

Analysis of 1965 Incident.--From information supplied by cadets involved in the "cheating ring" (they referred to themselves as the "Clan"), the mutual exchange of test information began on a small scale among football team members at least as far back as the fall of 1962. Some members believed that exchange of information on a smaller scale had been taking place before this period. By the fall of 1963 this close-knit group of football players had expanded to around 15 members. The ring took advantage of the M & T day schedule and traded test information from day to day.

Two more-daring members decided it would be advantageous to get advance information by stealing tests so that those who took examinations the first day would not be



penalized. But strangely enough, both were accused of honor violations in the spring of 1964 and both were found guilty --one for cheating during a test; the other for attempted theft of a wallet. (It was not until a year later, during the scandal investigation, that it was revealed that this second individual was not attempting to steal the wallet, but was attempting to secure a list of test answers he had inadvertently given to the owner of the wallet.) The "Clan" then included approximately 20 to 25 members. All had become dependent on advance test information, so when their source of supply was eliminated they looked elsewhere for replacements. They approached a well-known recalcitrant who accepted membership in the "Clan" for four reasons: he did not think the challenge was an impossible one; the thrill involved appealed to him; he wanted to "help" his friends; and he could visualize the monetary benefits. It was this last reason that caused this initially small operation to spread rapidly.<sup>23</sup>

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<sup>23</sup>As related to the author, some in the "Clan" thought that because of the expansion it would be just a matter of time before the ring would be "turned in." Most first classmen were "praying" graduation would arrive before this happened.

On 19 January 1965, the day following the start of the formal investigation, Academy authorities informed "the press" of the situation. Reporters wanted more information than authorities were willing or able to supply. This, in part, accounts for the inaccurate and incorrect reports that frequently appeared in magazines and newspapers during the next four weeks.<sup>24</sup>

On 28 January 1965, the Secretary of the Air Force appointed a committee of five distinguished military and civilian personages "to analyze the basic causes of the cheating episode in terms of the structure and workings of the Academy."<sup>25</sup> The committee's report was released to the press on 6 May 1965 and publicity was revived.

It was not the purpose of this paper to analyze either the procedures or the results of this committee.<sup>26</sup>

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<sup>24</sup>For an in-depth study of the many inaccurate or false reports published, see Donald W. Rayment, "The Air Force Academy Cheating Scandal: An Administrative Study of the Problems Associated with the Public News Media" (unpublished student thesis, Air Command and Staff College, 1966).

<sup>25</sup>GEN Thomas D. White et al., Report to the Secretary and Chief of Staff of the Air Force by the Special Advisory Committee on the United States Air Force Academy (Washington: Department of the Air Force, 5 May 1965), p. 1. (Reprinted by HQ, USAF Academy, 7 May 1965.)

<sup>26</sup>For one viewpoint of this report, see Alonzo J.

With regard to the Honor Code, the committee felt that many cadets believed they had lost traditional responsibilities and were deprived of authority because of a return to more rigid and centralized operations.<sup>27</sup> Feeling that they no longer had a part in or responsibility for effective functioning of the Wing, they withdrew from any responsibility for Wing spirit and morale. This put the Honor Code, which draws strength from Wing morale, in jeopardy.<sup>28</sup>

The author believes that one very real cause was a disenchantment by the initial members of the ring with the entire military, academic, and athletic systems once they learned that previous members of the football squad had cheated. One ring member told the author that he lost faith in the over-all system when he was approached by two or

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Walter, Jr., "The Air Force Academy Honor Scandal--Cause and Effect" (unpublished student report, Air War College, January 1966).

<sup>27</sup>The author believes the committee report would have been more beneficial had it oriented on "standardization" rather than on "centralization" of operations. The author also believes that disgruntled cadets and the committee misunderstood the policies of standardization and thought cadet leadership opportunities were reduced by it. This was not the case. Authority and responsibility at the squadron and group levels actually increased. If authority was lost, it was lost by AOC's and the cadet wing commander.

<sup>28</sup>White, p. 89.

three senior squad members who enlightened him to the fact that life at the Academy was not as it seemed. These few cadets had no qualms about lying or cheating. This incident occurred when this cadet was still a freshman and before a deep-seated feeling for the Honor Code precepts had a chance to formulate.

The White committee report supported the Cadet Code as part of a broad moral and ethical program in these words:

The Committee would add with a high degree of confidence that the cadets accept the Honor Code. They regard it as their own. They believe in it. If the Code were to be abandoned or ordered changed, the Wing would regard the loss as irreparable. The administration and implementation of the Honor Code may need modification. But the purpose would be not to weaken but to strengthen the Code.<sup>29</sup>

Historical Events, 1967.<sup>30</sup>--The initial information concerning a new mass cheating incident was provided by a second class cadet on 14 February 1967. After conferring with members of his staff, the superintendent decided to have the honor representatives investigate the situation. A week later another cadet provided additional information and

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<sup>29</sup>White, p. 91.

<sup>30</sup>Letter from LTG T. S. Moorman, Superintendent, U.S. Air Force Academy, to GEN J. P. McConnell, Chief of Staff, U.S. Air Force, 7 March 1967.

the honor representatives began hearings using the established procedures. On 24 February the superintendent met with local newspaper publishers and the owners of the two local radio/television stations. He asked their assistance and gave them the facts thus far known. This approach precluded a recurrence of the "bad press" which had resulted from the handling of the 1965 scandal.

The honor representatives heard 49 cases and found 46 cadets guilty. Two were not guilty and one was granted discretion. Of the 46 found guilty, 33 were cheaters and 13 claimed they were guilty of toleration only.<sup>31</sup>

Analysis of 1967 Incident.--The roots of the 1967 incident were planted in the foundation of experience which the fourth class cadets had lived with during the 1965 scandal. Forty-three of the 46 guilty cadets had been fourth classmen in 1965 although all did not know about the ring or take part. However, the few who had taken part and survived the 1965 investigations could not start anew. This group continued to verbally exchange information on tests among close friends. Of the 46, 28 were actively cheating,

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<sup>31</sup>Letter to the author from LTC S. C. Beck,  
13 April 1968.

5 claimed they gave but did not receive information, and 13 said they knew about the cheating but had not taken part. Many cadets turned themselves in--"sort of a self-purge."<sup>32</sup>

Analysis of both the 1965 and 1967 incidents reveals several pertinent factors. The Code was supported by a large majority of cadets; cadet attitudes toward honorable conduct can be swayed by friendships and team loyalties; "no toleration" is a requirement if any code is to function long enough to develop a "spirit" of honorable conduct; and an honor code must be controlled and administered by the student body. If the students believe their responsibility is being or has been usurped by the faculty, they can be expected to withdraw from a feeling of responsibility; each student must believe that the code belongs to him (and this should be a valid belief). One other point, ideals on the standards of honorable conduct cannot be reduced to basic precepts--terms, alone, do not make the honorable man.

#### Relationship of the Code to Regulations

Several areas of application of the Code were discussed earlier in this chapter. The basic belief supporting

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<sup>32</sup>Ibid.

its application is that cadets trust each other and the officers trust the cadets. But the Code was not designed as an administrative aid to enforce regulations, nor should it be used as such. This philosophy was no less true at West Point in 1951 than it is today at the Air Force Academy.

The Five Points.--Initially the Air Force Academy Code included West Point's five limitations on cadet privileges. While signed out on a privilege, a cadet was "honor bound" to refrain from partaking of liquor and narcotics, to refrain from hazing or gambling, and to remain within prescribed limits. "Limits, liquor, gambling, hazing, and narcotics" were the "five points"; they were the areas covered by "promises" that cadets made in exchange for privileges. While the author was at West Point, cadets accepted the "five points" as part of the Code and had little concern with whether or not honor was being used to "enforce regulations." However, times and attitudes change.

Rules on consumption of alcoholic beverages have been eased; hazing is no longer a frequent problem; and the control of gambling and narcotic consumption is not the purpose of an honor code. In 1959 the honor representatives revised the Honor Code and eliminated all "points" except

"limits." West Point followed suit in 1963.<sup>33</sup> The "five points" had served a purpose and, in the author's opinion, their removal did not damage the Code.

Improper Question.--From 1963 to 1965, the question of honor being used to enforce regulations came up from time to time, principally when a cadet was suspected of committing a specific conduct offense. Some cadets were chagrined because even though incriminating evidence was present they believed they were caught only because they had to tell the truth. This situation was categorized as "improper question" and it had always been carefully discussed during summer indoctrination. It was also reviewed from time to time during the academic year. The two examples below illustrate an improper question.

1. A cadet throws a firecracker from a second-floor window during an "after taps" rally. The firecracker lands near a cadet officer-of-the-guard and explodes. It would be improper for this guard to go to the area of the second floor, from where the firecracker was thrown, and ask every

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<sup>33</sup>In 1963, West Point also revised its Code in the areas of the "status card" and the "all right," thereby adopting several improvements previously incorporated by the Air Force Academy (see Appendix C).



cadet there if he threw a firecracker.

2. When the firecracker exploded, the guard looked up and saw a cadet jump back from an open window on the second floor. This was the only window open and the guard thought he recognized this cadet; therefore, he proceeded to that cadet's room. When he arrived, the guard found the cadet reading in bed. Would it be improper for the cadet-guard to question this cadet about throwing the firecracker?

Prior to the 1963-64 academic year, it would have been proper for the cadet-guard to report the suspected cadet for the conduct violation (i.e., possession and/or use of a pyrotechnic). The suspect need not have answered incriminating questions from the guard; however, he might have been required to render an "explanation of report." It was on this point that problems developed. The steps should be thus: (1) the guard identifies the cadet, informs the suspect that he is going to be reported, and then submits a written conduct violation report; (2) if the suspect did not commit the offense, he tells the guard so before a report is rendered--which is proper use of mutual trust since the suspect will be believed; (3) the AOC of the suspect assigns appropriate punishment for the reported offense without requiring further explanation; (4) the suspect may reclama

the punishment by submitting an explanation of report. The suspect should not be required to render an explanation of the report unless he was actually seen and caught in the act.

Another factor should be recognized. Most of the violators of this idea of using honor to enforce regulations were cadets and not the officer staff. The glaring example is the upper classman's common approach to a fourth classman: "Mister, did you shine your shoes?"

In the 1963-64 period the commandant issued specific orders against improper questions. A cadet would not be reported for an offense not witnessed. The following actual example illustrates how this affected conduct and discipline control.

An AOC visited his squadron area on a Saturday evening and checked several cadet rooms selected at random. He opened the door of an upper classman's room and found two cadets, one occupant and one visitor, playing cards. On the sink were an empty liquor bottle and several glasses that contained the residue of an alcoholic drink. Under the new policy these cadets could not be reported for consumption of alcoholic beverages in the cadet area. They could only be reported for possession of an empty liquor bottle and

alcoholic mixture in the glasses. This illustrates the extreme measure the commandant employed to alleviate complaints from the Cadet Wing on this matter. This was one of the areas in discipline control that was standardized by the commandant.

Unfortunately, one over-zealous AOC violated this policy and this may have accounted for later charges that officers used the Code to apprehend and discipline cadets.

Evening Study Hours.--The time from the termination of supper until "taps" is referred to as evening call-to-quarters and traditionally has been a controlled study period. The primary method of control was by use of the status card. Whenever a cadet was absent from his room during evening call-to-quarters his card had to be "marked" (moving a lever to reveal "authorized"). The cadet, in essence, made a statement that his absence was "for an authorized purpose at an authorized place."

During the past ten years, the rules concerning one cadet visiting another for study purposes have been gradually relaxed. But these academic visits were still controlled by the status card. Because visits for one purpose sometimes generated into other discussions, it was not always clear whether the visitor was still authorized or had

possibly violated the meaning of his status card. It was decided that this was an area where the Code was "over-loaded" by being used to control evening activities. Now the marking of the card means only that the cadet will stay within cadet limits, or if he leaves these limits he has been authorized to do so. The cadet chain-of-command is responsible to control his activities within these limits.

The academic visit was another area that included many fine points which required clarification. More codification was necessary to define an "authorized place," "authorized purpose," and the time limits involved for both. For instance, could a cadet visit a latrine and stay to practice on his guitar? How about a bridge game in the latrine?

This was one of the areas where the old "Chinese stand-off" came into play. One side said, "When you begin to act like officers, we will begin to treat you like officers!" The other side said, "When you begin to treat us like officers, then we will begin to act like officers!" The Academy has taken a big step in a positive direction and has begun to treat cadets like officers. It is now the responsibility of the first classmen to react as officers and assume responsibility for controlling the actions and

conduct of their fellow cadets.

### Fair and Impartial Justice

Many small changes that provide greater legal protection to an accused cadet have been made during the past few years. Since it is impractical, if not impossible, to provide an accused cadet with all the legal rights guaranteed by the Uniform Code of Military Justice, these changes are characterized by efforts of cadets and officers alike to assure that an innocent cadet is not found guilty of an honor violation. One point which needs to be emphasized is that cadet honor representatives do not dispense punishment and they cannot force a cadet to resign. The honor representatives should consider themselves to be only a preliminary investigation board, one which simply reports findings to the commandant.

Investigation Procedures.--The White committee criticized the honor representatives for the one-man investigation policy.<sup>34</sup> However, this charge was not completely justified. In September of 1964 the honor chairman was urged to appoint at least two cadets to investigate a case. The

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<sup>34</sup>White, p. 74.

chairman invariably did this unless the evidence was overwhelming against the accused or the case was a self-reported offense. Another criticism stated: "Until recently the policy had been for the investigation to be conducted by one representative. This was not always in the best interests of the alleged offender."<sup>35</sup> This idea assumes that an investigation by one man would not be as fair as an investigation by two or more. This is not always the case. It was found that too often one representative, after making a cursory investigation, dropped the case on his own "for lack of evidence." Occasionally a representative would present a case to a hearing and the committee would reject it pending further investigation. Most honor representatives favored investigations by two or more individuals since this normally resulted in a better case--hardly in the best interests of the accused cadet. The 1965 honor chairman claimed that it was the improved investigation procedures that accounted for the unusual increase of honor hearings during the fall semester of 1964.

The author favors the three-man team. It provides speed, accuracy, efficiency, and fairness.

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<sup>35</sup>Calkins, p. 20.

Confrontation.--Prior to September 1965, an accused cadet was not present during the hearing until he was called to testify. He did not know what was said against him; he may not have known who testified against him. He did, however, know what violation he was charged with and he knew about most, if not all, of the evidence against him. One reason he was not permitted to confront the witnesses was a belief that he would be able to change his story to fit their testimony. However, when confrontation was first tried in 1965, the accused, after hearing the testimony against him, confessed to the violation. This was a totally unexpected result and an event that, to the author's knowledge, never had occurred before. This has proved to be an effective procedure and adds to the attainment of justice.<sup>36</sup>

Article 31.--Beginning about the same time as "confrontation," investigators advised accused cadets of their right to remain silent to avoid self-incrimination (under the Uniform Code of Military Justice). This advice is given again prior to a hearing. Previously, this had not been considered necessary since the hearing did not have as its purpose the awarding of punishment. The hearing served only

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<sup>36</sup>Interview with LTC S. C. Beck, 4 November 1967.

as a preliminary investigation which resulted in a recommendation to the commandant. A cadet did not have to testify; however, a cadet's silence could convict him, whereas his explanation could save him.

Nevertheless, in a move toward more legalistic proceedings, the reading of Article 31 is a proper addition to the procedures.

Officer Review.--In an effort to insure better investigations, two review procedures have been instituted recently. The cadet investigators take their reports to the officer-advisor for a review of the evidence. This is a good procedure because poorly prepared cases can be detected and returned to the cadets for further investigation or better preparation. There is every possibility that the officer-advisor will be able to discover an overlooked factor which points toward a misunderstanding rather than toward guilt.

But presently, the officer review does not end here. There is still the requirement to take a case to the commandant for his review. After the commandant is satisfied that the case is well prepared, he gives a "go-ahead" clearance and the honor representatives then are free to schedule a hearing. The author believes this policy should now be



relaxed. The case is investigated by three cadets and reviewed by the chairman before presentation to the officer-advisor. The officer-advisor works much more closely with the honor representatives and is able to spend more time carefully reviewing the case. This is his function--he should be given the responsibility to perform this job. Close supervision of a field grade officer is not necessary. But of more significance is the question of cadet custodianship. Close supervision by the commandant tends to take control from the honor representatives; from this a seed of doubt as to whom the Code really belongs may germinate.

Support from Academy Staff  
and Faculty

The Cadet Honor Code has always received support from the superintendent, the commandant, the dean, and other key officers. The Code has profited during the past few years from mature guidance and knowledgeable assistance from the officer-advisor.

Extensive efforts are made by the officer-advisor and the honor representatives to insure understanding by all officers whose duties bring them into contact with cadets. Indoctrination briefings, pamphlets, and letters are frequently used in an effort to gain from these officers an

acceptance of the Code.

In the past there have been officers (in the minority) who vocally criticized the Code. Constructive criticism was welcome. However, skepticism or condemnation was received, and it was born of misinformation or lack of understanding of what an honor code is all about. These uninformed critics were always officers who had not attended an undergraduate institution where a strong code had been employed. They had no concept of the philosophy behind the Code; nor were these critics aware of what the Academy and student body were trying to accomplish. Some were disillusioned because of the failure of their weak college code to achieve its goals. Several were doubtful because they had never used a code and now could see no reason for one. Some seemed to have a basic mistrust of humanity and could not believe that any code could be successful. Unfortunately, some of these mistrusts were apparent to cadets. Some disbeliefs were presented in classes to cadets. Most cadets objected and argued; however, some were susceptible to these protestations. This is an area that may still warrant close observation from the top.

### Cadet Acceptance

Spirit.--In an attempt to strengthen cadet acceptance of the Code, honor representatives and other cadets have been making concerted efforts during the past few years to develop a spirit of honorable actions. Efforts were made previously but little progress was made, presumably because of the predicament in which the representatives found themselves--preaching spirit on the one hand and issuing interpretations about minor points on the other. The honor representatives had compartmentalized the Code to such an extent that even they had begun to lose sight of the broad philosophy or spirit of honor. The beginning of this problem can be traced to a carry-over from the West Point Code.

When the Air Force Academy Code was developed, the representatives wanted to make the Code fair and enduring. To do this, three criteria contained in the USMA code were retained and used to determine if an honor violation had occurred. The three criteria were that the lie or act was deliberate, that there was dishonorable intent to deceive, and that the accused understood fully that his act was an honor violation. Adherence to the last point resulted in many interpretations. Before a cadet could be found guilty of committing an honor violation he had to know that it was

an honor violation. Actual performance of the act and intent to commit the act were, by themselves, insufficient to prove that an honor violation had occurred. The result of the application of this stringent criterion was a code which was largely just a listing of specific acts declared to be dishonorable. Most of these were obvious, but through the years unsavory cadets discovered methods by which they could take advantage of a specific "loophole" in a regulation and not violate the Honor Code. To "plug" these "loopholes," the honor representatives had to codify their Honor Code. The eroding effects on the development of a "spirit" of honor were recognized by the representatives during 1963-64, but it was not until the "cheating scandal" of 1965 that positive actions were taken to counteract this trend. The following examples will demonstrate how compartmentalization of acts began.

Cadets are not authorized to leave their rooms after "taps" unless the purpose is for official business, an emergency, or to visit a latrine. (See Appendix F for the specific regulation.) Cadet "Firstie" desires to sneak out of the dormitory and visit with his girlfriend. After "taps" he "stuffs" his bed with a blanket or other bulky items to create the appearance that he is sleeping in his bed.

Hopefully, his absence will not be detected by anyone making a room check.

Is this act dishonorable? Is it an honor violation? Prior to 1962 the honor representatives had agreed that this act was not an honor violation. However, it was an act of deception, hence it had to be classified; so the term "beguilement" was applied. Beguilement was interpreted as an act of creating certain appearances, generally physical, from which an erroneous conclusion might be drawn. The previously cited example of using graphite on a rifle to cover a rust spot is another example of beguilement.

From these two examples one may perceive a basic question which confronted the honor representatives: When does deception become dishonorable? This quandary resulted in cadet questions such as "Is this act an honor violation?" and "Can I do this and not violate the Code?" Because of the USMA Code carry-over relative to act, intent, and knowledge, the representatives considered it their duty to answer these questions and interpret specific acts so that all cadets would know what an "HV" was.

A case involving deception through misuse of an identification card illustrates the point of "knowledge." Two cadets, one under-age, entered a Honolulu nightclub.

Due to an administrative oversight, the older cadet had two cadet-identification cards. At the request of the under-age cadet, the older cadet loaned his extra card to the younger cadet, who then attempted to gain admittance to the night-club by showing this card to the doorman. However, the doorman observed that the photograph did not resemble the holder of the card. When the true situation was discovered, the doorman summoned the police.

The dilemma facing the honor representatives who tried this case is understandable when the three criteria (act, intent, knowledge) are considered. The honor representatives struggled to determine "beyond a reasonable doubt" if an honor violation had occurred. The act was deliberate and most honor representatives agreed that it was a deceitful act but since the cadet had not made an oral or written statement, was it a "dishonorable" act under terms of the Code? This particular circumstance had not occurred or been considered before; therefore, theoretically, the accused could not be held responsible for "knowledge," the third criterion. The cadet was found "not guilty."

Following this hearing, the honor representatives had to make a determination on this new point and disseminate their decision to the Cadet Wing. They decided that

use of a false, incorrect, or altered identification card, or use of another's card, was an honor violation. This also applied to driver's licenses or college student passes. The honor representatives amplified their decision with an explanation that when a cadet presents an identification card, he is, in effect, saying, "Here is my identification card; it is correct in all respects."<sup>37</sup>

This amplified explanation, however, proved to be insufficient. The next question that arose concerned proper use of one's own card. For example, a cocktail waitress wants to check a cadet's age so she asks him for his identification card. The under-age cadet hands the waitress his card; however, she misreads the birthdate and believes him to be of legal age and then serves him a highball. Has the cadet violated the Code? In this case the representatives determined that no violation had been made if the cadet did not make a statement. The waitress' mistake did not constitute dishonorable deception.

The previously mentioned method of handling cases involving the hiding of library books illustrates a move

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<sup>37</sup>Within a year of the Honolulu case, a similar incident occurred in Denver. This time the cadet was voted guilty of violating the Code and he subsequently resigned.

toward development of a "spirit" of honor. The present representatives have refused to classify this as an "HV"; the manual only states that it may be considered a violation.

Today, the representatives are attempting to "uncodify" or "decompartmentalize" the Code in a positive move toward instilling the "spirit" of honorable conduct. However, so long as "knowledge" remains a requirement for a code violation, the development of this "spirit" will be a long, slow process.

Silencing.--An unusual case occurred in the fall of 1964, wherein a fourth classman was found guilty of lying on the basis of testimony of two upper classmen. They were positive they had seen the accused at a place he denied having visited. After the hearing, he requested and was administered a polygraph test. The test vindicated the fourth classman; therefore, the commandant considered the cadet "not guilty" and returned him to the Wing.

Because the witnesses were so positive they had seen the cadet, the cadet wing commander and the chairman of the honor representatives wanted to adopt the West Point scheme of "silencing" the fourth classman. It had never been used at the Air Force Academy. Considerable discussion was required before the cadet leaders assented to refrain from



incorporating "silencing" as a feature of the Air Force Academy Code. The mature judgment and wisdom of the commandant overcame traditional beliefs held by some cadets, and the scheme of "silencing" was eliminated as a potential modus operandi for the Air Force Academy Code.

No Toleration.--What is the value of the "no toleration" clause? In the author's opinion this is the part of the Code that permits it to function effectively. It keeps the Code from becoming simply another regulation. Integrity cannot be regulated; therefore, the Code assigns to each cadet a responsibility to guard against practices that are inconsistent with the spirit of honorable conduct. An honorable man should not tolerate dishonesty. His duty and loyalty to himself and to the Cadet Wing transcend the personal feelings he may have for a dishonest "friend."

The Code has been criticized because "the no toleration" aspect broke down. Critics point to the "cheating scandal" as the primary justification for this claim. A "breakdown" did occur, but not to the extent which the critics (and initially there were many of them) would have the general public believe. But did a breakdown of the "no toleration" clause cause the scandal? An answer to this question depends on the point of view. It would be "no" if one

believes that codes do not "cheat"; people cheat. Each cadet violator knew the difference between right and wrong. Cadets (there were initially five of them) provided the initial reports on the cheating ring. During the investigation nearly every cadet involved gave information; not for revenge, but to give the Wing a "fresh start." The "no toleration" spirit was deeply ingrained and a purge would allow the "brotherhood of cadets" to be cleansed.

Did a "breakdown" cause the cheating to spread? In many cases the answer would be "yes." During the early stages some cadets were asked outright to join. Others were "seduced"; that is, they were provided actual test information. Eventually they realized that the frequency of having actual test questions was too great to be thought of as a coincidence. They had to face the reality of the situation: actual test information--therefore, cheating. What do they do now?

Some cadet tutors were asked to explain difficult problems before a test. Eventually, a tutor realized that most of the problems brought to him were on the test. Are the others cheating? If so, is he cheating also? Has he been a tolerator?

Some heard others talk about the "ring." Bits and pieces of information eventually fell into place. The cadet now had to make his choice. Most rationalized and continued. A few just tolerated. Five reported their knowledge.

Is "no toleration" morally right? Basic religious and moral beliefs do not hold that intrinsically evil acts be accepted. It is ironical that during the scandal investigation, many critics of the Code ignored the cheating and directed their abuse toward the toleration aspect.

Is reporting dishonest offenses a socially accepted act? There are people in America's society who believe that informing on another is the lowest form of human behavior. The author believes some critics make the erroneous assumption that the Honor Code is an Academy device imposed on cadets as a means of administrative control; therefore, these critics equate the "no toleration" requirement with the "informer" technique utilized by a totalitarian regime.

Standards of conduct have been warped by misunderstandings, by slogans, by cliches. Cadets, too, have been influenced by terms such as "tattle-tale," "fink," "squealer," and "rat." These are terms, however, from a criminal code of silence, a code imposed on an entirely different society. These terms should have no meaning in a

society of honest individuals. A great many socially-conscious citizens will not accept gross dishonesty within their business circles. The medical and legal professions are two societies that have codes which admonish toleration of dishonest practices.

Does the Academy disciplinary system teach tattling? As in any military organization, cadet officers and NCO's, by the nature of their position and responsibilities, must render reports of conduct violations. With respect to the Honor Code, it befalls all cadets to render honor violation reports in the line of duty. Their responsibility is to the Cadet Wing. General of the Army Omar Bradley expresses this idea thus:

Those who criticize this part of the Code [no toleration], and call it squealing, overlook the element of dependence of each member of the officer corps on every other member. In combat, particularly, success depends on everyone doing his duty one hundred per cent. We don't want anyone of whose honesty, integrity, or character there is any doubt. Therefore, each member of the officer corps, or prospective member, must do whatever is necessary to maintain the character of the whole group. This is not squealing in the ordinary sense. Voluntary tattle-taling to teacher on some insignificant matter is one thing. Overlooking or failing to report a breach of the Honor Code, which indicates a weakness of character in the one who breaches it, and upon whom your own life and the success or failure of the battle may depend, is something else again.<sup>38</sup>

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<sup>38</sup>Omar Bradley, "Leadership," Transcript of his

Is the Code, which includes "no toleration," forced on the new cadets? Cadet candidates are made aware of the Code prior to their acceptance of an appointment. During the first two months of training they are instructed on the Code, but they are not liable for honor hearings until they have accepted the Code. The Code is not forced on them. Young men who feel that lying, cheating, and stealing are acceptable in others should not join the Cadet Wing. If one does not accept this Code, but remains in the Academy, is he ethical?

Are the standards too high? For some young men, the answer may be "yes." Therefore, these lads should not be trained (at a cost of thousands of dollars) to be officers. The majority of cadets, through nurturing, will develop a strong belief in personal honesty. This may not occur the first year. Eventually, however, most cadets learn through experience and observation that honorable conduct brings self-respect; which, in turn, develops self-confidence. This is the "stuff" from which leaders are made.

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address before the students, staff, and faculty of the U.S. Army Command and General Staff College, Fort Leavenworth, Kans., 16 May 1967.

The author has explored some of the questions that arise when toleration is discussed. There are others, such as: Should the penalty for toleration be reduced or applied only to the more serious cases? How does the toleration clause relate to the law? Is not the clause merely an expedient? A former commandant, BG Louis Seith, has succinctly answered these and other related questions. Because his discussions reveal some sophisticated approaches to perplexing problems, they have been added as Appendix I.

#### Summary

The Air Force Academy Cadet Honor Code is not quite thirteen years old, yet it has been the victim of two mass cheating incidents and has undergone a rewording, elimination of four of its initial "five points," and a major change in philosophy. The Air Force Academy Code was almost an exact replica of the West Point Code. It was developed by officers and accepted by the majority of the initial cadet class. Since then the cadets have reshaped and redefined the Code and its application.

The Code is a minimum standard of conduct for many. For some the standards have been, and will be, too high.

This Code is more strict than most of the other codes examined since it includes all four of the common

precepts normally associated with honor systems. The Code is designed to eliminate the liar, the cheat, and the thief, and it is self-enforced through no toleration of these offenses.

At the Air Force Academy, the Code operates every day. From repeated exposure to doing the right thing at the right time, habitual honesty and integrity are developed. From this foundation a strong spirit of honorable conduct is developed, and it is this "spirit" that makes the Code successful.

## CHAPTER VI

### SUMMARY AND CONCLUSION

#### Summary

##### Statement of Problem

This research was conducted to determine if the honor code concept is an effective means for endowing the leadership qualities of character and integrity in students of an academy type military officer training program.

##### Leadership

Good leadership is a priceless commodity that the United States must have to maintain a position of world influence. Her military leaders guide the armed forces, one segment of this nation's power.

Although oriented on military training, the federal academies provide leadership training by teaching basic leadership principles and methods and by providing opportunities for leadership experience through practice. A major goal is the inculcation of honorable character in the student.



Leadership is composed of four fundamental components: character, personality, knowledge, and power of decision. Combined, they produce respect. But the most important component and the basic foundation of respect lies in character. An officer is expected to have character; he is expected to be honorable. His subordinates expect it, his superiors desire it, and his nation demands it. Former Secretary of War Newton D. Baker expressed these ideas effectively 17 May 1920 in a letter to the chairman of the House Committee on Military Affairs:

Men may be inexact or even untruthful, in ordinary matters, and suffer as a consequence only the disesteem of their associates, or even the inconveniences of unfavorable litigation, but the inexact or untruthful soldier trifles with the lives of his fellow men, and the honor of his government. . . . In the final analysis . . . character is the most precious component [of the product of the West Point leadership program].<sup>1</sup>

### Honor Codes

One means to fulfill this responsibility is through an established, formalized honor system which incorporates one or more of the four basic precepts that regulate honorable behavior with regard to lying, cheating, stealing, and

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<sup>1</sup>U.S. Military Academy, The Cadet Honor Code and System (West Point, N. Y.: U.S. Military Academy, n.d.), p. 1.

tolerating these dishonest acts. Most college codes are designed to combat cheating only, some include stealing, and a few admonish against toleration. Some codes go further than this and include administrative rules of conduct within their honor system. Some codes do not even orient on honor and integrity but instead are concerned with academic reputations. Several codes are products of the faculty and others are administered by a board composed primarily of faculty members.

Every undergraduate code is developed to reduce or eliminate academic cheating. Despite unequivocal proof derived from surveys and polls, many educators still believe their students, by and large, do not cheat. However, substantial evidence exists which reveals that at least half of all college students cheat in some manner. Since many academic institutions use honor systems, why is cheating still so rampant?

A study of selected honor codes shows that most colleges have few reported violations and hearings. Can one logically conclude from this that there are few honor violations? The preponderance of evidence refutes such a conclusion. Instead, it reveals that where there are few reported violations of honor, there is either no precept against

toleration or the no-toleration clause of the code does not function. Despite contentions to the contrary by college administrators, the facts support a conclusion that most codes are so weak that they do not operate--they are codes in name only.

### Basic Philosophies

Through an examination of national surveys, polls, opinions of educators, and civilian and military honor codes presently in use, and through a critical analysis of the author's own experience with honor codes, it is concluded that there are five basic philosophies that support every successful code. First, the code or system must belong to the group, not to the controlling faculty or administration; second, the precepts are familiar; third, a code is only a minimum standard of honorable conduct, not an end in itself; fourth, by using this minimum standard of honorable conduct, the student must put his code into daily use, thereby developing character through habitual actions; and fifth, this develops the "spirit" of honorable conduct and the student will do the right thing at the right time.

### Model Codes

The U.S. Military Academy's Cadet Honor Code served as a model for the Air Force Academy's Code. Can the codes of these two institutions be pedestaled as examples of excellence although both academies have suffered embarrassing incidents of mass cheating? Based on the author's knowledge and research, the answer to this question is "yes." These two codes, particularly the Air Force Academy Code, have become effective devices for developing character --not in spite of the "scandals" but because of the scandals. The scandals helped the codes to reach their present position of strength because these incidents identified weaknesses. With mature and knowledgeable guidance provided by academy commanders and principal staff officers, the weaknesses were attacked by the cadets and the Code was greatly improved.

The Air Force Academy Cadet Honor Code has several features that place it far above most undergraduate codes. The changes and improvements made during the past three years have produced a model code which sets the standard for all student bodies and faculties seriously bent toward improving their leadership training. The fundamental features of this code are that (1) it is a student controlled

code in the fullest sense of the term; (2) it is provided mature guidance and complete support by knowledgeable staff officers; (3) it protects the rights of accused cadets and insures fair hearings for alleged violations; (4) it contains an excellent indoctrination program which is well developed, well prepared, and carefully supervised; (5) it is oriented on developing honor and integrity and is pervaded by habitual honorable conduct--always do what is right, not what is convenient. Cadet acceptance of and belief in the Code is stronger than ever before. At the Air Force Academy the "spirit" of honor is the predominant consideration, not codification.

This study has revealed that not all honor codes are effective means of developing leaders with integrity and that not all codes try. The Air Force Academy Cadet Honor Code, however, does try and does succeed. The present commandant of cadets at the Air Force Academy, COL Robin Olds, reinforces this contention thus:

I have no doubt about the effectiveness of the Honor Code of the Cadet Wing of the Air Force Academy, or that of the Corps of Cadets at West Point. Through those honor systems the cadets are actively involved in their own character development. Such an involvement is the catalyst within the total environment of character development so important to the missions of these institutions, and is absolutely essential in attaining the high standard of integrity so necessary in the officer

corps.

I have carried these convictions from my own cadet days at West Point. They have been confirmed and reinforced throughout my military career. I believe that USAFA and USMA would lose the heart and soul of their great character building programs were they to be without their honor systems.<sup>2</sup>

### Conclusion

The author concludes that an honor code patterned after the Air Force Academy Code can develop integrity in future military leaders.

Furthermore, those in the military should continue to strongly support the philosophy and concepts found in the honor training systems presently employed by their service academies. They should strive to keep the leadership characteristics which those systems expound at the forefront of their educational objectives so that the academies continue to produce military leaders whose service can be aptly summarized by DUTY, HONOR, COUNTRY.

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<sup>2</sup>Letter to the author from COL Robin Olds, Commandant of Cadets, U.S. Air Force Academy, 20 May 1968.

**APPENDIX A**

**STUDENT HONOR CODE QUESTIONNAIRE**

## STUDENT HONOR CODE QUESTIONNAIRE

\_\_\_\_\_  
(name of college)

1. New students are indoctrinated by: mass lecture\_\_\_\_, letter\_\_\_\_, pamphlet\_\_\_\_, small briefing\_\_\_\_, other\_\_\_\_, none\_\_\_\_.
2. In handling a suspected violation must the accuser confront the suspect before reporting the incident to the honor committee?  
yes\_\_\_\_, no\_\_\_\_
3. Incident investigated by (number):  
honor committee\_\_\_\_  
student council\_\_\_\_  
faculty committee\_\_\_\_  
none\_\_\_\_
4. Who hears or tries the case (number):  
Do all vote on verdict\_\_\_\_  
honor committee\_\_\_\_  
faculty committee\_\_\_\_  
student council\_\_\_\_
5. Is this hearing open to: student body\_\_\_\_, faculty\_\_\_\_
6. A "guilty" decision requires vote of: simple majority\_\_\_\_  
unanimous vote\_\_\_\_  
other\_\_\_\_
7. "Sentence" or punishment is set by: dean of students\_\_\_\_  
faculty committee\_\_\_\_  
honor committee\_\_\_\_  
student council\_\_\_\_
8. Punishment is (and length of time)?  
probation\_\_\_\_  
suspension\_\_\_\_  
expulsion\_\_\_\_  
resignation\_\_\_\_
9. Before and during the hearing is the accused: advised of his rights\_\_\_\_, given legal counsel\_\_\_\_, given the right to appeal\_\_\_\_, if so to whom\_\_\_\_
10. The student code has a "no toleration" clause? yes\_\_\_\_, no\_\_\_\_.
11. A tolerator is guilty of violating the code? yes\_\_\_\_, no\_\_\_\_.
12. Code violations are: exam cheating\_\_\_\_, plagiarism\_\_\_\_, lying to faculty\_\_\_\_, lying to fellow students\_\_\_\_, stealing college property\_\_\_\_, stealing from students\_\_\_\_, using a false, altered or another's ID card or licence\_\_\_\_, false written reports\_\_\_\_, sign in/out book violations\_\_\_\_, by breaking limits\_\_\_\_, violating curfew\_\_\_\_, drinking on campus\_\_\_\_, hazing on campus\_\_\_\_, by breaking school rules and regulations in general\_\_\_\_.



13. Statistics dealing with honor code violations (ave. per year):  
 (Do you desire these statistics be controlled "for official use only", yes\_\_\_\_, no\_\_\_\_.)

	<u>lying</u>	<u>stealing</u>	<u>cheating</u>	<u>toleration</u>
cases tried	_____	_____	_____	_____
guilty	_____	_____	_____	_____
not guilty	_____	_____	_____	_____
other	_____	_____	_____	_____

14. Do you believe the student code:

	<u>always</u>	<u>usually</u>	<u>sometimes</u>	<u>seldom</u>	<u>never</u>
Is practiced by vast majority of students?	_____	_____	_____	_____	_____
Results in honorable conduct off campus?	_____	_____	_____	_____	_____
Improves student conduct in classroom?	_____	_____	_____	_____	_____
Eases faculty administration of dormitories?	_____	_____	_____	_____	_____
Really builds lasting character in the students	_____	_____	_____	_____	_____
Develops integrity for post-graduate vocations?	_____	_____	_____	_____	_____
Promotes mutual trust and confidence among students?	_____	_____	_____	_____	_____
Develops leadership qualities in the students?	_____	_____	_____	_____	_____

15. Observation or comments in general:

**APPENDIX B**

**EXTRACTS FROM U.S. CORPS OF CADETS REGULATIONS**

1 Sep 66

Chapter 2

210-211

## PRECEPTS

## Section IV

THE HONOR CODE

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## 210. CADET HONOR CODE.

a. The Cadet Honor Code is a primary means by which excellence of character is developed. It requires complete integrity in word and deed and permits no deviation. The maintenance of its high standards is the responsibility of each cadet; and each cadet is expected to report himself or any other cadet for violation of the Honor Code.

b. The Honor Code encompasses three basic principles:

- (1) A cadet does not lie, cheat or steal.
- (2) The Corps is responsible that all cadets meet the standards of the Code.
- (3) Separation from the Corps is the penalty for violation of the Code.

c. Cadets are expected to adhere to the spirit of the Honor Code at all times and without reservation. It is considered neither necessary nor desirable to promulgate regulations which prescribe the limits of honorable conduct.

d. Toleration of an Honor violation is considered as grave an offense as the violation itself.

## 211. CADET HONOR SYSTEM.

a. The Honor System is an extension of the Honor Code and, in essence, is the method by which the Honor Code is applied to various areas of cadet life. It requires a cadet to make decisions many times a day influenced primarily by his sense of honor. It trains the cadet to live automatically by high personal standards and to make the honorable decision in spite of the consequences.

b. Traditionally the Superintendent and the Cadet Honor Committee agree that the Corps may have certain privileges and be exempted from close supervision in certain areas of cadet life in return for compliance with specific restrictions. The terms of these agreements are described in Chapter 5, Honor System.

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**212. CADET HONOR COMMITTEE.**

a. General. Each cadet is the custodian of the Code. The Honor Committee represents cadets and administers the Code through the System. It represents the Corps in all matters pertaining to Honor, aids cadets in interpreting the Honor Code, explains the principles upon which the Code is based, and guards against violations. Its procedures are codified, and its members have responsible authority.

b. Organization. The Honor Committee is organized with a Chairman, Vice Chairman, Secretary, one Investigating Officer for each regiment and one First Classman elected from each company. The Cadet First Captain is an ex-officio member of the Committee. The Deputy Commandant monitors the administration of the Cadet Honor System.

c. Activities. The Honor Committee is authorized to conduct such meetings and activities as its mission requires. The duties of the Honor Committee are:

(1) To insure that cadets have a clear appreciation and understanding of the principles and standards of the Honor Code and that these are transmitted from class to class, with the Fourth Class being indoctrinated each year when it enters the Military Academy.

(2) To guard against the birth of practices inconsistent with the Honor Code.

(3) To inquire into irregularities of cadet conduct, personal or official, that may be in violation of the principles of honor.

(4) To report the facts to the Commandant when it considers that such irregularities warrant action.

(5) To consult the Commandant when it considers that modification or interpretation of regulations are needed to improve the operation of the Honor System.

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Chapter 5

501-502

**HONOR SYSTEM****Section I****GENERAL**

---

**501. APPLICATION.**

The Honor System is an extension of the Honor Code and is the method by which the Honor Code is applied to various areas of cadet life. It requires a cadet to make decisions many times a day influenced primarily by his sense of Honor. It trains the cadet to live automatically by high personal standards and to make the honorable decision in spite of the consequences.

**502. THE "ALL RIGHT".**

a. Definition. An "ALL RIGHT" is a term used by a cadet as a substitute for a formal official report. The rendering of an "ALL RIGHT" by a cadet constitutes his word of honor that the precise situation in which the "ALL RIGHT" is rendered is as described in sub-paragraph c, below.

b. General Policies.

(1) A cadet is honor bound to report himself for any violation of an "ALL RIGHT".

(2) If an emergency arises where common sense dictates that a cadet should violate his "ALL RIGHT", he will take appropriate action, report himself, and submit an explanation of the circumstances to his Company Tactical Officer.

(3) No "ALL RIGHTS" except those described in sub-paragraph c, below, will be asked for or given. The "ALL RIGHT" will not be used away from West Point.

(4) The "ALL RIGHT" will not be required at room inspection until after the last note of Assembly for Call to Quarters or Taps.

(5) The marking of an Absence Card is equivalent to the owner's giving an "ALL RIGHT" for his absence. (See para 503).

c. Meaning.

(1) General.

(a) When an "ALL RIGHT" is given, it applies to conditions existing at the time for which it was asked.

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(b) Visiting occurs when a cadet enters a room other than his own, opens its door or talks with its occupants. The act of leaving his room and going to another is essential; the act of entering the room is not. Casual greetings exchanged by a cadet while performing authorized acts or making authorized visits do not constitute visiting.

(2) Specific.

(a) From a Room Inspector (Includes Division Inspector, Subdivision Inspector, Assistant Subdivision Inspector, and Barracks Sentinel): That he has inspected all rooms in his division or subdivision at the times and in the manner prescribed; that during his inspection all cadets were present or accounted for and none were visiting without authority; or that all violations of the foregoing have been or will be duly reported. (Asst Subdivision Inspectors render verbal reports to the Subdivision Inspector. The Subdivision Inspector or Division Inspector renders a report of "All Right" to the Cadet-in-Charge of Quarters. This report indicates that he has reported or will report all violations of the foregoing on a Form 2-1).

(b) From a cadet outside his room: That he is going or has been on an authorized visit and nowhere else; that he has observed or will observe the regulations relative to limits.

(c) From any occupant of a room at any inspection: That all absentees and all visitors are authorized.

(d) From a Mess Hall Corporal: That he has obtained an "All Right" from all cadets who have crossed his post with civilian guests and all cadets who have entered or left the Mess Hall after "Take Seats" and prior to the lighting of their class light.

(e) From a cadet entering or leaving the Mess Hall individually: That he has authority to enter or leave individually and that any civilian guest accompanying him is authorized.

d. Reports for Unintentional Violation of All Right. When a cadet reports himself for an unintentional violation of his All Right, the Form 2-1 and Explanation of Report will be reviewed and initialed by the Company Honor Representative and reviewed by the Company Commander before forwarding to the Company Tactical Officer.

### 503. THE ABSENCE CARD.

a. The Absence Card is used to account for an authorized absence of a cadet from his room during the daily period from Evening Call to Quarters until Reveille and whenever a cadet is absent on leave, on guard duty, on an authorized trip, in the hospital or in confinement.

b. Cadets serving Ordinary or Special Confinement and cadets in arrest will record their authorized absences at all times. For these cadets

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503-504

Call to Quarters will be in effect during the entire period of their confinement or arrest.

c. When a cadet marks his Absence Card to indicate an authorized absence, he is making an official statement that his absence is authorized; that he is at an authorized place and nowhere else; and that if he has marked his card "Authorized Absence", he will observe the regulations pertaining to limits. (See Para 504)

#### 504. LIMITS.

a. General. When rendering an "ALL RIGHT", marking their Absence Cards, or signing out in a departure book, cadets are required to observe the regulations on limits. Cadet limits include Daylight Limits, which are effective from Reveille until First Call for Supper daily, and Evening Limits, which are effective from First Call for Supper until Reveille daily. The term Off Limits when applied to the Absence Card, Departure Book and "All Right" refers only to those areas outside the perimeter of limits applicable at that time of day. The term does not refer to those areas listed as "Off Limits" in paragraph 505 below.

b. Daylight Limits. Daylight Limits, which are in effect from Reveille until First Call for Supper embrace the area bounded by Thayer, Washington and Lee Gates. (See Map 1 on Page 50.)

#### c. Evening Limits.

(1) Evening Limits, which are in effect from First Call for Supper until Reveille, embrace the general area bounded by the Thayer Hotel, the Plain, and officers' quarters. (See Map 1 on Page 50.)

(2) The following places, though outside of Evening Limits, may be visited when specifically authorized by competent authority. Cadets must use the most direct route to and from these facilities.

(a) Youth Activities Center (779) - by members of the Scoutmasters Council in connection with authorized Scout activities.

(b) Special Services Bowling Lanes (622) - to be entered only when specifically authorized for use by cadets and guests during the periods 1330-1730 on Sundays and holidays and 1930-2330 on Saturday evenings.

(c) Crafts Shop (653).

(d) Field House (663) - for scheduled Corps athletic contests.

(e) Mechanics Gas Turbine Laboratory (609) - for Rocket Society members engaged in authorized club activities.

(f) Automobile Engineering Laboratory (639) - for those First Classmen preparing Ordnance Engineering monographs. Cadets may not escort while taking advantage of this authorization.

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d. Extended Limits. Extended Limits embrace the area of the United States Military Academy Reservation beyond Daylight Limits. They may be entered when authorized by Regulations, USCC, or when engaged in training, sports or extracurricular activities that require leaving the area of Daylight Limits. (See Map 2 on Page 51.)

e. Restricted Limits.

(1) Restricted Limits are in effect for a cadet during the specified period of his special punishment.

(2) They include only the following places:

(a) Area of barracks less the class halls, the inner quadrangles of barracks, and the Cadet Store, except when attending prescribed formations.

(b) Gymnasium and outdoor athletic areas for two hours on non-intramural days between 1300 and 1800 for the purpose of exercising. The two hour authorization will be computed from time of signing out in Company Departure Book to time of signing return.

(c) Library for reading and studying only.

(d) Academic buildings for attending extra instruction.

(e) Post Office between 1300 and 1800 when notified to call and with permission of the Officer in Charge.

(f) Grant or Cullum Hall for one-half hour when unexpected visitors arrive and with permission of the Officer in Charge.

(g) Confession or any scheduled church service for one hour Saturday evening or Sunday afternoon.

(3) Cadets observing Restricted Limits will account for absences by marking Absence Cards. They will sign their departure and return in the Company Departure Book when absent from their rooms under (2) (b) through (g) above.

505. "OFF LIMITS" AREAS.

In addition to "Off Limits" areas indicated on Maps 1 and 2, cadets will not enter the following buildings or areas unless specifically authorized to do so. Should a cadet enter one of the areas listed below he has committed a violation of regulations and not an honor violation.

a. Any place where an "Off Limits" sign is displayed.

b. Enlisted personnel barracks, installations and facilities. (See para 1005c)

c. Noncommissioned Officers' Club.



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- d. Service Club
- e. South Branch Post Exchange.
- f. Power Plant.
- g. Bachelor Officers' Quarters - except when being entertained in a male officer's quarters as authorized by the Commandant.
- h. Officers' Club (West Point Army Mess) - except as authorized by First Class Privileges or special permission.
- i. Cullum Hall - all areas below the main floor except clothing rack and toilet facilities and the offices of the Association of Graduates.
- j. Office of the Cadet Hostess - when none of the hostesses are present.
- k. Bartlett Hall - when escorting female guests.
- l. Thayer Hall - when escorting female guests except when escorting to movies and lectures held therein. Cadets' guests may park on the roof during non-duty hours.
- m. Gymnasium - when escorting female guests except as follows:
  - (1) The Weapons Room and Army Theater when open and the 1st and 2d floor theater lobbies.
  - (2) The 1st and 2d floors of the North Tower and the northwest theater exit from 30 minutes prior to the first show until 10 minutes after the last show.
  - (3) The gymnasiums in use for cadet hops, the 1st, 2d and 3d floor lobbies of the North Tower and the balcony of the East Gymnasium during cadet hops.
  - (4) The places of scheduled athletic contests or displays and the corridors and stairways leading directly thereto during periods scheduled.
  - (5) The Varsity Swimming Pool, the South Boxing Room and the hallways leading directly thereto during specific periods announced in current memoranda.
  - (6) A cadet may obtain permission from the Duty Officer, Office of Physical Education to escort female members of his immediate family through appropriate portions of the Gymnasium.

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## n. Thayer Hotel - The following areas:

- (1) All floors above the main floor except the mezzanine.  
(Dormitory section is Off Limits.)
- (2) The Annex.
- (3) Service area.
- (4) Cocktail Lounge.
- (5) Hall way between main lobby mezzanine and Crest Room  
messanine.
- (6) Crest Room mezzanine.

o. Cadets in athletic uniform will not use or cross that section of Thayer Road which is south of the Sally Port in East Barracks and north of the ramp between the hospital and New South Barracks.

p. The Commissary, except when given written authorization by his Company Tactical Officer for each visit.

## 506. SIGNATURES.

a. A cadet is bound by his signature or initials whether he writes them himself or authorizes someone else to write them. When one cadet signs or initials for another, he will add his own initials in parentheses.

b. When a cadet signs out in a departure book to take advantage of privileges authorized in these regulations, his signature indicates that he is authorized privileges and will observe the regulations concerning limits. It also certifies the correctness of all entries.

c. When a cadet signs out in the departure book in all other cases, such as for trips away from the post, entering or returning from the Hospital, etc., his signature indicates that he is authorized to depart for the destination shown and that all entries are correct.

d. A cadet's signature on an application for football tickets certifies that he will use the "personal use" tickets he has ordered as prescribed in current regulations.

## 507. PRIVILEGES.

Cadets taking advantage of privileges will be familiar with the provisions of Chapter 10. In accordance with para 503, cadets will mark their Absence Cards when taking advantage of privileges between Evening Call to Quarters and Reveille.

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Chapter 5

508-509

**HONOR SYSTEM****Section II****ACADEMIC PROCEDURES**

---

**508. GENERAL.**

a. The basic principle in regard to integrity in academic work is that any product presented by the cadet as his own must truly represent his individual effort. The rules and interpretations contained in this section are intended to clarify specific situations and do not alter the fundamental requirement for honesty in all academic endeavor.

b. Departments may issue additional written instructions for specific courses.

**509. CLASSROOM WORK.**

a. An attendance cycle is the sequence of attendances required for all cadets simultaneously enrolled in a particular course to complete the classroom or laboratory work on the same lesson. The normal cycle is two academic days, but it may vary from one to several days, depending on the course.

b. Until the attendance cycle for a lesson is completed, a cadet who has already attended that lesson may not transmit to another who has not yet attended any information revealing the identity, nature, or content of the exercises used. By the same token, a cadet who has not yet attended the lesson may not receive information on the exercises used from another who has already attended.

c. Cadets who have already attended a lesson are free to discuss among themselves all aspects of that attendance. Before discussing exercises used at that attendance, however, they should make sure that all cadets within hearing have completed the lesson. Cadets are cautioned especially to avoid careless talk in the hallways of academic buildings, in locker rooms, at Corps Squad and extracurricular activity tables, and in other places where cadets who have not yet attended the lesson involved may be present.

d. After an attendance cycle is completed, free discussion among all cadets of the classroom work involved is both authorized and encouraged.

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**510. TUTORING.**

Tutoring of cadets by other cadets is desirable within the scope of paragraph 909. In order that no inadvertent breach of the provisions of paragraph 508 may occur between a tutored cadet and his tutor, however, the following limitations are imposed.

a. No cadet may be tutored by a cadet from a company other than his own without specific approval of the Commanding Officer of his regiment. (See paragraph 909.)

b. If two cadets simultaneously enrolled in a course attend at different hours in the cycle on a lesson, neither may tutor the other on the subject matter of that lesson during the interim between their attendances.

**511. TEXTS AND EQUIPMENT.**

a. Textbooks. Notes will not be made in manuals or reference books authorized for use in the solution of problems in classrooms or laboratories unless authorized by the department concerned. Unless prohibited by the department, notes may be made in other textbooks.

b. Solution Pamphlets or Sheets. The possession or use of solution pamphlets or sheets, as an aid in lesson preparation, is authorized.

c. Green Chalk or Green Pencil. Cadets will use only green chalk or green pencil to correct written work in class -- and then only when instructed to do so.

d. Examination and Solution Rooms.

(1) Cadets may take into or from written examination rooms only such texts, handbooks, or other materials as are authorized by the department concerned.

(2) Cadets will not take writ questions or problems, answers thereto, or other notes pertaining to them from any room used for a writ, a partial or general review, or the posting of writ solutions, without the specific permission of the department concerned.

**512. HOMEWORK.**

a. Homework is any academic written product prepared outside the classroom or laboratory and submitted to an instructor or department for formal evaluation. It may or may not be graded.

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b. Homework normally will represent a cadet's individual effort. However, certain homework may, at the direction of the department concerned, be the result of collaborative or assisted effort. The conditions may vary from the most restrictive case, in which a department permits no discussion whatever between assignment and submission, to the most liberal case, in which the department permits and encourages unlimited collaboration and assistance.

c. Unless the department specifies otherwise, the rule will be that no discussion is permitted after the actual writing or computation begins on any outline, preliminary draft, or final paper which the cadet will submit as his own product. In cases where this rule does not apply exactly as here stated, the department will announce the desired modification in its instructions.

d. The act of submitting homework carries with it the implicit pledge that:

(1) The manual composition, to include handwriting, typing, sketching, and mark-sensing or key-punching, is the cadet's own.

(2) The product submitted is the cadet's own, except as otherwise acknowledge or authorized in conformance with the instructions of the department requiring the homework.

e. Homework will contain the signature of the submitting cadet unless the department concerned specifically indicates otherwise.

### 513. LABORATORIES. (Except Foreign Language Laboratories)

a. In the preparation of preliminary reports or preliminary sheets of laboratory reports, full and free discussion and unlimited references are permitted outside of class. Such reports or sheets must be in the cadet's own handwriting or, if typed, must be typed by him.

b. In the laboratory, free collaboration is permitted within any group assigned to one set of equipment while taking data and preparing the laboratory report. For experiments conducted individually, data will be taken and reports completed without discussion among cadets. Recorded data will reflect actual instrument readings.

c. Written examinations or any other designated individual work will be accomplished without collaboration.

d. Unrestricted discussion and unlimited references are normally permitted outside of class in the preparation of preliminary reports or prelim-

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inary sheets of laboratory reports. During a laboratory exercise full collaboration is normally authorized among members of a group assigned to one set of equipment while taking data and preparing the laboratory report. Laboratory instructions will clearly indicate what collaboration is permitted and what references are authorized for the preparation of the final laboratory reports.

APPENDIX C

U.S. MILITARY ACADEMY MEMORANDUM ON THE  
CADET HONOR SYSTEM

HEADQUARTERS UNITED STATES MILITARY ACADEMY  
West Point, New York

MASG

2 August 1965

MEMORANDUM FOR: EACH OFFICER, USMA

SUBJECT: The Cadet Honor System

1. The development of character and integrity in the members of the Corps of Cadets is a basic objective of the United States Military Academy. The Cadet Honor Code and System are officially recognized as the primary means through which this objective is attained.

2. The Cadet Honor Code has never outgrown its original and simple meaning -- that a cadet does not lie, cheat, or steal. The Code requires complete integrity in both word and deed of all members of the Corps and permits no deviation from those standards. The single most significant aspect of the Code is its voluntary acceptance by the cadets. It belongs to the Corps and is enforced by the Corps. Hence, toleration of a violation is an offense against the Code equally as great as the overt act of lying, or stealing, or cheating. Thus, each cadet individually is a custodian of the Code.

3. The Honor System is the method by which the Honor Code is applied in the highly organized life of a cadet. In its development, the System incorporated within its structure, provisions which eased the task for both cadets and officers of administering the day-to-day activities of the cadets. Some of these provisions dealt with matters internal to the Corps, while others had to do with the relationships between cadets and the various departments of the Military Academy. Historically, some of these provisions extended to the cadets certain privileges in exchange for their bond to abide by specified requirements while availing themselves of the privileges. As examples, a cadet may account for his absence from his room simply by marking his absence card. He may miss specified meal formations if he signs out in his Company Departure Book. This marking or signature is accepted as the cadet's word that his absence is authorized and that he will take no undue advantage of this privilege. Cadets are also often required to indicate by signature that they have complied with official instructions such as, for instance, in the writing of themes. These devices are part of the Honor System and require the cadet to make decisions based on his sense of



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2 August 1965

SUBJECT: The Cadet Honor System

honor many times a day during his four years at the Academy. The constant stress on Honor soon trains the cadet to live by the most rigid standards.

4. In March of 1963, the Commandant of Cadets charged the Cadet Honor Committee of the Class of 1963, in collaboration with the 1964 Honor Committee, with the very significant responsibility of reviewing the Honor System and making appropriate recommendations. In the final stages of its work, the Committee consulted with the three upperclasses in order to reflect a consensus of the Corps in the final recommendations. After the Commandant had reviewed the recommendations and made some minor changes, the Superintendent approved the proposed changes, to be effective 1 July 1963. These changes are applicable to the Honor System. In no sense has the Honor Code or its philosophy been changed.

5. It is of the utmost importance that all officers concerned with the instruction and administration of the Corps of Cadets understand the nature of the 1963 changes in the Honor System and the reasons therefor. First, there had been accumulating for some time evidence which revealed certain areas of strain in the Honor System. These areas of strain occurred at a number of points where the Honor System and Regulations came in contact. Secondly, there were some aspects of the Honor System which were not in consonance with the increased freedom of action by cadets which had developed over the years. Finally, piecemeal changes or additions to the Honor System had caused ambiguities. The result of these weaknesses was an Honor System that was complex, anachronistic in part, and one which enforced regulations beyond the best interests of a healthy, viable Honor Code.

6. In correcting the foregoing conditions, there were three apparent courses of action: first, a simplification of the System to remove the complexities and ambiguities in absence card requirements, the use of the "All Right", and the "Five Points"; second, the transferring of certain reporting procedures from the concept of individual Honor to the category of Duty and Chain of Command requirements; and thirdly, strengthening the concept of Duty.

7. Some of the significant changes to the Honor System of interest to officers are as follows:

a. The Absence Card.

(1) Effective 1 July 1963, the marking "Authorized Absence" on the absence card indicates that the cadet is authorized to be absent and

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SUBJECT: The Cadet Honor System

that he will remain on daylight or evening limits, as appropriate, as prescribed in Regulations, USCC.

(2) Previously, the marking "Authorized Absence" indicated that a cadet would observe the "Five Points" or regulations pertaining to limits, liquor, gambling, hazing, and narcotics. Only limits remain as a point of Honor. However, Regulations concerning all of the "Five Points" have not changed.

b. The "All Right".

(1) Under the current system, a cadet outside his room who gives an "All Right" indicates that he is going or has been on an authorized visit and nowhere else; that he has observed or will observe regulations relative to daylight or evening limits perimeters.

(2) As was the case with the absence card, the "All Right" previously covered the "Five Points".

c. The Signature in the Departure Book.

(1) Under the current system, a cadet's signature in the Company Departure Book will indicate that he is on authorized privileges and will observe the regulations concerning limits. It also certifies the correctness of all entries.

(2) Previously, the signature indicated that the cadet would abide by the "Five Points".

d. Authorized Absence.

(1) Under the current system, during Evening Call to Quarters cadets will be authorized, with certain exceptions, to visit in the company area.

(2) Previously, cadets could not visit in the rooms of other cadets, unless authorized First Class Privileges, and visits to the sinks of barracks were limited in nature.

e. Limits.

(1) Under the current system, limits have been simplified to two perimeters, one applicable in daylight hours, the other during evening

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SUBJECT: The Cadet Honor System

hours. Within these perimeters, specific areas are "off limits" as a matter of regulations, not honor.

(2) Previously, cadets were required to observe, as a matter of honor, a complex and confusing variety of "off limits" conditions.

8. The Superintendent approved the changes to the Honor System with the full expectation that the Corps of Cadets and the First Class, in particular, are equal to the responsibilities involved. Principally, these responsibilities include the mature judgment on the part of each cadet to prevent the violation of "off limits" areas or the use of alcoholic beverages, as specified in Regulations, USCG. Though a cadet is not Honor bound to abide by regulations concerning alcoholic beverages and those specific areas which are "off limits" but within the daylight and evening perimeters, he must abide by these regulations as a matter of responsibility to maintain standards of conduct appropriate to the Corps of Cadets. Should he fail to follow the rules, his punishment will be more severe than in the past.

9. It is incumbent upon each officer who is associated with the Corps of Cadets to recognize that a cadet accepts the Honor Code as a most cherished possession. The Honor Code is part of a cadet's everyday life. The changes in the mechanics of the Honor System have served to strengthen the basic tenets of the Code and make it more meaningful to each cadet. Any tampering with or travesty of the Code will not be tolerated by the Corps. Likewise, any unintentional belittling of the Code would be of the most serious consequence and would adversely effect the strength of the Code in the mind and heart of each cadet. The Cadet Honor Code is sacrosanct. It belongs to the Corps of Cadets. However, it is also part of the life of each member of the staff and faculty at the Military Academy and of each graduate wherever he may be.

  
J. B. LAMPERT  
Major General, USA  
Superintendent

DISTRIBUTION:

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**APPENDIX D**

**AIR FORCE CADET WING MANUAL 30-1**

AFCWM 30-1

AIR FORCE CADET WING MANUAL  
NR 30-1

THE AIR FORCE CADET WING, USAF ACADEMY  
COLORADO  
30 July 1966

### Personnel

## ADMINISTRATION OF THE CADET HONOR CODE

This manual prescribes policy and procedures for the administration of the Cadet Honor Code.

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AFCWM 30-1

## CHAPTER I

## POLICY AND RESPONSIBILITIES

1. Policy. The Cadet Honor Code consists basically of four precepts: "We will not lie, steal, or cheat, nor tolerate among us anyone who does." There can be no shading, no equivocation, no quibbling among honorable men. This Code is intended as a basis upon which each cadet continues the self-development of his personal standard of honorable and ethical conduct. It represents the minimum standard expected within the Air Force Cadet Wing. A cadet who violates the Honor Code indicates his unworthiness to be a member of the Wing.

2. Election of Honor Representatives. Each squadron will have one first class and one second class Honor Representative. Representatives will normally be elected during March of their third class year by a majority vote of third classmen in their squadron. Squadron nominees shall be submitted to the Commandant of Cadets for his approval. The Chairman of the Honor Representatives for the following year will be elected annually by a majority vote of second class honor representatives during March.

3. Duties and Responsibilities of Honor Representatives. The Honor Representatives serve until graduation unless sooner relieved for other reasons. Their duties and responsibilities are critical to the well-being of the Wing, and include the following:

a. Conduct an Honor Code orientation and training course for the Basic Cadets during BCT.

b. Conduct meetings within their squadrons during the academic year to instruct all cadets in the Honor Code, acquainting them with the activity of the Honor Representatives, and advising cadets on points of honorable conduct.

c. Assure among the cadets an appreciation and understanding of the purpose and objective of the Honor Code, and the importance of accepting the true "spirit" of it in their daily activities.

d. Guard against practices that might become inconsistent with the Honor Code.

e. Inquire into irregularities of conduct, personal or official, on the part of cadets which may be in violation of the Code. When such irregularities warrant, investigate the facts, and conduct honor hearings when necessary.

f. Coordinate with the cadet chain of command and the Cadet Professional Ethics Committee in order to maintain a continuous honor violation prevention program within the Wing. Working with departmental Honor Liaison Officers and Air Officers Commanding is an essential part of this program.

g. In the spring of each year conduct an orientation for members of the Academy Preparatory School.

h. Conduct Honor Code orientations and discussion periods, when needed, for officers assigned at the Academy and for Academy Liaison Officers who come to the Academy on tours of active duty.

#### 4. Responsibility of All Cadets.

a. Each cadet is responsible for establishing and maintaining a sense of personal integrity which will serve as a cornerstone for his life of dedication to his country. This sense of personal integrity must be a way of life, a standard of conduct and moral strength which will stand firmly as an inspiration to fellow cadets here at the Academy, and to associates in the United States Air Force after graduation.

b. As a member of the Air Force Cadet Wing, responsible to his comrades and to the organization and service to which he belongs, each cadet is a guardian of the Cadet Honor Code. If the Honor Code were not enforced by the cadets themselves it could degenerate into a standard enforced only by other officials, and the true value to the Wing of this Code, and the owner-

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ship of it, could thus be lost. Therefore, each cadet is expected to take appropriate action whenever he encounters an apparent breach of the Honor Code. The procedures are outlined in Chapter II.

**5. Responsibilities of All Officers.** By direction of the Superintendent, all officers assigned to the Air Force Academy are charged with the responsibility to assist in maintaining the precepts of the Cadet Honor Code and will report every breach or apparent breach of the Code using

the procedures outlined in Chapter II.

**6. Officer in Charge.** The Officer in Charge of the Honor Representatives shall be an officer appointed by the Commandant of Cadets. The Commandant of Cadets may also appoint an assistant officer in charge. The officers in charge are responsible directly to the Commandant of Cadets for the supervision of the activities, instructional classes, and hearings of the Honor Representatives. Their role is advisory in nature, and dedicated to the precepts of justice and fair play for all concerned.

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## CHAPTER II

## REPORTS OF BREACHES OF THE CADET HONOR CODE

7. **Reporting of Honor Offenses.** It is the responsibility of all officers and cadets to report violations of the Cadet Honor Code to insure that cadets comply with the Honor Code and with the Uniform Code of Military Justice. Whatever dishonorable action a person in the Air Force may take has an effect on the status and reputation of every other person in the Air Force.

8. **Cadets.**

a. In reporting a violation, normally the first step is to personally confront the suspected violator. This procedure often clarifies whether or not a violation has in fact been committed, encourages the violator to manfully accept his obligation to report himself, and gives him the opportunity to do so. Sometimes it is more appropriate to report directly to an Honor Representative. The course to be taken is left a matter of judgment for the cadet concerned.

b. After personally confronting the suspected cadet, the next step is to report the matter to an Honor Representative if the suspected cadet has in fact breached the Honor Code and has not, or apparently will not, report himself.

c. When there is any doubt about a particular incident being an honor violation, a Squadron Honor Representative must be contacted. Cadets are not limited to the Representatives of their own squadron.

d. When an apparent breach of the Cadet Honor Code has been referred to the Chairman of the Honor Representatives an investigation team of cadets will be appointed by the Chairman according to procedures outlined in Chapter III.

9. **Officers.**

a. When an Air Officer Commanding discovers an apparent breach of the Cadet Honor Code he will report it to his Squadron Honor Repre-

sentative, or to the Officer in Charge of the Honor Representatives or one of his alternates.

b. When an officer assigned to an academic department discovers an apparent breach of the Cadet Honor Code:

(1) The officer reports the apparent breach to his Department Honor Liaison Officer and to his department head. He will not question the suspected cadet.

(2) If the department head and Department Honor Liaison Officer feel that there is sufficient evidence to warrant an investigation, the Department Honor Liaison Officer will present a written statement and all available evidence to the Faculty Honor Liaison Officer or his alternates.

(3) The Faculty Honor Liaison Officer will report the case to the Officer in Charge of the Honor Representatives, who will in turn refer it to the Chairman of the Honor Representatives.

c. When an officer assigned to the Department of Athletics discovers an apparent breach of the Cadet Honor Code:

(1) The officer reports the apparent breach to the Department Honor Liaison Officer and to the Director of Athletics. He will not question the suspected cadet.

(2) If the Director of Athletics and the Department Honor Liaison Officer feel that there is sufficient evidence to warrant an investigation, the Department Honor Liaison Officer will report the circumstances to the Officer in Charge of the Honor Representatives or one of his alternates. The Officer in Charge of the Honor Representatives will then refer the case to the Chairman of the Honor Representatives.

d. Other officers who discover apparent breaches of the Cadet Honor Code will report the facts directly to the Officer in Charge of the Honor Representatives or one of his alternates.



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## CHAPTER III

## THE HONOR SYSTEM

10. **Selection of an Investigation Team.** The Chairman of the Honor Representatives appoints a team to investigate each apparent breach of the Cadet Honor Code. The team normally consists of two First Class and one Second Class Honor Representatives. When the Chairman deems it appropriate, a member of the Cadet Professional Ethics Committee will be included in, or attached to, the investigation team. The membership of the team will be at the discretion of the Chairman, in consideration of the nature and circumstances of the alleged offense. It will usually include the senior Honor Representative from the squadron of the alleged cadet violator. In cases originated by a report from an officer, through one of the Department Honor Liaison Officers, the Honor Representative designated as coordinator for that specific department will be included on the investigation team.

11. **Purpose of an Investigation.** The purpose of the investigation is to evaluate the circumstances of a case to determine whether or not the incident should be considered by an Honor Board. The team, in conjunction with the Chairman of the Honor Representatives, has the authority and responsibility to drop from further consideration any incident wherein it is determined that an honor violation did not occur. If the team believes a hearing by an Honor Board is necessary, they will provide the available evidence and information to the board for their consideration.

12. **Conduct of an Investigation.**

a. In the conduct of an investigation, thoroughness is more important than speed, although it is necessary to proceed without unnecessary delay.

b. In those cases which originated by a report from one of the academic departments, the appropriate member of the investigating team will contact the Faculty Honor Liaison Officer to be briefed and obtain any available documentary evidence. The Faculty Honor Liaison

Officer will arrange a further meeting with the particular Department Honor Liaison Officer or instructor if necessary.

c. In those cases which originated by a report from the athletic department, the appropriate member of the investigating team will report to the Honor Liaison Officer for the Department of Athletics to obtain information and available evidence.

d. In those cases which originated by a report from an officer other than those of the academic or athletic departments, an appropriate member of the investigating team will contact that officer for available information and evidence.

e. Before taking any testimony from a witness or accused cadet the investigators will normally satisfy the requirements of Article 31, UCMJ. Normally, written statements will be taken during the preliminary investigation.

f. When an Honor Representative is investigating a possible honor violation by a cadet within his own squadron, he should brief his AOC on the case in view of subsequent action which may be required by the AOC.

g. At the conclusion of the investigation a member of the team will brief the Officer in Charge of the Honor Representatives. The Officer in Charge will arrange for any legal advice which the investigators may desire prior to a hearing.

h. If the investigation reveals that there has been no breach of the Cadet Honor Code, the case will be dropped. If such an investigation was originated by a report from an officer, the Officer in Charge will inform that officer through the same channel by which the incident was first reported. The appropriate investigating cadet will immediately return any evidence or documents which may have been received from an Honor Liaison Officer. Prompt action is possible cheating incidents is especially necessary to

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prevent unnecessary withholding of a cadet's grade and/or constraint of an instructor.

i. If the investigation reveals the probability that a breach has been committed, one of the investigators and the Officer in Charge will brief the Commandant, and the case will be referred to the Honor Representatives for a hearing. The Chairman will coordinate with the Officer in Charge to establish the time and place for the hearing.

j. The Officer in Charge will notify the appropriate AOC of a scheduled honor hearing. He will also notify the Honor Liaison Officer from the faculty or athletic department, if appropriate.

### 13. Hearings by the Honor Board.

a. When advised by the Chairman, the Recorder will notify eight First Class Honor Representatives to attend a scheduled hearing as voting members of the Honor Board. The Representatives selected will be from squadrons other than that of the accused cadet.

b. At the hearing the accused cadet will again be advised of his rights under Article 31, UCMJ, be given an opportunity to object to any cadets selected to vote on his case, and be asked if he objects to the tape recording of his testimony.

c. If a witness's account of the incident or situation conflicts with that of the accused, the witness shall present his testimony to the Honor Board in the presence of the accused.

d. The accused cadet will be given full opportunity to call witnesses of his choosing and to present testimony in his own behalf.

e. If at any stage of the hearing the accused cadet expresses a desire to resign, the honor representatives will so inform the Commandant. However, the hearing will be completed.

### 14. Determination and Forwarding of Findings.

a. After hearing all testimony from the witnesses and the accused cadet, the Honor Board will, by secret written ballot, vote to

determine if the accused cadet is judged to have failed to uphold the standards of the Cadet Honor Code. A unanimous vote of the Honor Board is required for a finding of "guilty." The findings of a "guilty" case will be forwarded to the Commandant by the Officer in Charge of the Honor Representatives.

b. In unusual cases, wherein it is believed that a cadet has truly learned a lifelong lesson as a result of his mistake, and the Honor Board is convinced that the cadet will thereafter uphold the ethical standards of the Wing, not only as a cadet but also as an officer, the discretionary authority to grant a second chance may be used. The Wing has granted that authority to the Honor Representatives, to be applied by them according to their conscience and understanding of the facts in the best interest of the Cadet Wing and the United States Air Force.

c. A cadet found "not guilty" or one granted "discretion" will be returned to the Wing in good standing.

d. A cadet found "guilty" by the Honor Board will be counseled by the Officer in Charge of the Honor Representatives, who is present at all hearings. The Officer in Charge will brief the Commandant on his findings, and will continue to monitor the cadet and assure that his rights are protected according to the procedures in Chapter IV.

e. When a "guilty" case has been referred to the Commandant, it becomes an official matter, and any further action will be taken by direction of the Commandant.

### 15. Announcement of Proceedings.

a. Information about the proceedings of Honor Boards will be carefully handled by the Honor Representatives. The proceedings of a case resulting in a finding of "not guilty" will remain a confidential matter, and will not be revealed to anyone beyond those involved in the investigation and hearing.

b. Appropriate information about cases resulting in the granting of "discretion" will be revealed to the Wing at intervals. Such informa-

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tion will be general in nature to avoid revealing identities of those involved.

c. Information about cases resulting in a finding of "guilty" will be fully briefed to all squadrons after the cadet involved has departed the Academy. Such cases will be analyzed and discussed in the interest of preventing or reducing similar cases, and to keep the Wing informed on the operation and progress of the Honor Code.

d. The names of persons who resign from

the Academy as a result of an Honor Code violation will remain a confidential matter within the Wing and official Air Force channels.

e. The Dean of the Faculty will be informed by the Faculty Honor Liaison Officer about "guilty" cases involving academic studies.

f. The Officer in Charge will contact the Director of Athletics so that coaches and instructors there are informed about "guilty" cases involving a cadet performing on an athletic team.

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## CHAPTER IV

## LEGAL BASIS, AND PROTECTION OF THE RIGHTS OF THE INDIVIDUAL

16. Legal Basis for the Honor Code. The legal basis, particularly for the punitive aspects of the Cadet Honor Code, is the Uniform Code of Military Justice. In general, all four aspects of the Cadet Honor Code (lying, cheating, stealing, or tolerating any of those acts), are punishable under military law. Specific articles of the UCMJ which could apply vary with the circumstances, but include Articles 80, 92, 107, 121, 122, 123, 133, and 134. Executive orders, service regulations and orders issued at lower levels of command as well as established customs and usages of military service are recognized and violations are made punishable by the UCMJ. Article 134, for example, includes all disorders and neglects to the prejudice of good order or discipline and of a nature to bring discredit upon the armed forces, even though such misconduct is not specifically enumerated in the Uniform Code. The entire body of accepted military custom and tradition have established high standards of responsibility and conduct for officers and cadets. Both the written laws (UCMJ), and the unwritten customs and usages of the military service, provide strong support for punitive action against such acts as are prohibited by the Cadet Honor Code.

## 17. Protection of the Rights of the Individual.

a. Except in the simplest of cases, a suspected honor violation is initially investigated by a team of three Honor Representatives. If they conclude that the testimony warrants a hearing, they refer the case to an Honor Board. If not, the case is dropped. The Officer in Charge of the Honor Representatives is briefed on the status of each case as it develops. If a hearing is required, the Commandant is briefed on the evidence after the case has been thoroughly investigated. Then the hearing is scheduled.

b. The accused cadet is usually confronted immediately by his accuser. Regardless, the accused is always confronted by the investigators, during their investigation, to assure that he is fully aware of the charges made, and to give

him an opportunity to present a full account in his own behalf. The investigators advise the accused of his rights under Article 31 of the UCMJ prior to taking any information from him, and advise him in collecting evidence or witnesses.

c. The Honor Representative from the squadron of the accused will not be selected to vote on the case, nor will any Representative who for any reason feels he may be prejudiced. At the hearing, the accused cadet is given the opportunity to object to any of those selected to vote on his case, and is advised of his rights under Article 31, UCMJ, prior to the taking of his testimony. The accused cadet is confronted at the hearing by witnesses whose accounts are in conflict with his own, and personally hears their testimony as it is presented. He is afforded the opportunity of calling witnesses to testify in his behalf. After hearing all testimony, including that of the accused, the committee deliberates in a closed session; then a vote by secret ballot is taken. If one or more of the Honor Representatives vote "Not Guilty" the accused cadet is considered innocent.

d. If a cadet is found guilty he is scheduled for an interview with a judge advocate officer. That officer explains the rights and privileges available to the cadet, including resignation, board, and court procedures, and the effects of various forms of separation. He makes it clear that resignation is not mandatory, and that the cadet should not resign unless he is guilty. It is explained that if the cadet so requests, the Superintendent will appoint an officer to conduct an independent investigation. After the investigation the following courses of action are available.

(1) The available facts may indicate that no further proceedings are warranted and that the case would be dropped without further action, and the cadet will return to duty without prejudice.

(2) The case may be referred to a Board of Officers who will determine the facts and

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make recommendations to the Superintendent as to disposition of the case.

(3) The case may be referred to a trial by Court Martial.

a. If the cadet elects to resign he is interviewed by the Commandant who again reviews the cadet's rights and options, and verifies that he does understand them and is voluntarily resigning.

## 18. Unfair Use of the Honor Code.

a. It is essential that the Honor Code not be misused. Cadets should not hide behind the Code to avoid punishment. Instead, they will give a full and frank answer to all questions, even though their answers may tend to incriminate themselves or others. It would be unfair for an officer, or another cadet, to take undue advantage of this situation when attempting to ascertain whether a cadet may have violated regulations. A cadet can rightfully be questioned concerning an act if he has been actually caught in circumstances which implicate him. However, if one has only vague suspicions, or is aware only of a general infraction which has been committed by persons unknown, the degree of questioning should be limited. As a guide, one should consider the amount of evidence already available. The degree of questioning which is prudent is related to whether the evidence amounts to reasonable certainty, or to just vague suspicion.

b. The squadron chain of command should continually emphasize to the upper classes that unfortunate situations can arise involving a Fourth Classman in a lie as a result of imprudent and unnecessary questions imposed in an embarrassing or non-rational manner. All cadets are expected to answer questions directly and with forthrightness. However, good judgment and a sense of fair play is a continual obligation of all cadets in their dealings with each other.

c. It should be stressed with the Fourth Class, in particular, that if they are ever asked a question which they regard as being too per-

sonal, or embarrassing, they should respectfully decline to answer it. They should never be placed in a dilemma wherein an incorrect answer may to them seem necessary.

d. In the event any cadet believes that the Honor Code has been used to unfairly infringe on his rights he should discuss the matter with his Honor Representative. If deemed appropriate the Honor Representative will advise the Officer in Charge who will take further action and advise the Commandant of Cadets.

## 19. Confidential Honor Files.

## a. File of the Commandant.

(1) Reports of all honor proceedings will be compiled by the Officer in Charge of the Honor Representatives and will be retained in the Commandant's file. The identity of cadets found "not guilty" will not be recorded.

(2) Only the Superintendent, the Commandant, and the Commandant's designated representatives will have access to this file.

(3) Information about a former cadet's honor violation remains a confidential matter. No details will be released to non-official channels by the Superintendent or the Commandant unless a specific request in writing is made by the former cadet involved.

## b. File of the Chairman of the Honor Representatives.

(1) The Chairman of the Honor Representatives has the authority to personally retain records on all cases wherein a decision of "Guilty" is reached. Such records will be secured in the safe provided by the Commandant for that purpose. They will be destroyed upon graduation of the former cadets' class.

(2) All evidence and records of cases wherein a decision of "Not Guilty" is reached will be destroyed immediately after the hearing.

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(3) Tape recordings of the hearings will be retained temporarily and then erased. They are used only by the recorder in preparing a summary of a case wherein a decision of "Guilty" is reached.

OFFICIAL

LOUIS T. SEITH  
Brigadier General, USAF  
Commandant of Cadets

  
WILLIAM DE HARO  
CWO, W4, USAF  
Administrative Officer

**APPENDIX E**

**AIR FORCE CADET REGULATION 35-8**

AFCR 35-8

AIR FORCE CADET REGULATION  
NR 35-8

THE AIR FORCE CADET WING, USAF ACADEMY  
COLORADO  
1 March 1967

### Military Personnel

### PRIVILEGES, PERMITS AND AUTHORIZATIONS

This regulation prescribes the policies and procedures for cadet privileges, permits, and authorizations.

#### 1. General.

a. A cadet taking advantage of privileges, permits, or authorizations must familiarize himself with the scope and limitation pertaining to them.

b. Duty commitments take precedence over privileges. Cadet Commanders will insure manning requirements and duty commitments are met at all times.

c. A cadet using a privilege or permit will sign out on the AFCW Form 19, and will mark his status card.

d. A cadet using a privilege or permit will not exceed a 200 statute mile radius of the Academy without specific approval of his Squadron Air Officer Commanding.

e. An upperclass cadet who is deficient in academics or conduct is reduced to the basic privileges of the next lower class. Fourth Classmen lose all privileges. Reduction in privileges is effective on the Monday following publication of the preliminary progress report.

f. The Squadron Air Officer Commanding may, at any time, limit privileges, permits, and authorization of cadets whose performance of duty is questionable.

g. A cadet who has confinements to serve over a weekend will not be permitted privileges or permits on that weekend until all confinements have been served. A cadet who completes his last Saturday confinement at Taps (Sunday 0130) may not depart until Re-

lease From Quarters or after last military duty, whichever is later, on Sunday.

h. Cadets in arrest or restriction are not authorized to use privileges, permits or authorizations.

i. Cadets who remain within the confines of the cadet area while signed out on a privilege must be in cadet uniform prescribed for the activity in which he is engaged.

j. A cadet using a privilege or permit who is unable to return by the prescribed sign-in time will immediately notify the Officer-in-Charge, who will notify the cadet's squadron.

k. A cadet requiring emergency medical or dental treatment any time he is away from the Academy will use government facilities when practicable, and will inform the nearest military Hospital Commander or his designated representative, if medical care is required or provided by a civilian agency.

#### 2. Privileges.

a. Holidays and Special. Separate letters of instructions will be published to cover holiday periods and such special privileges as may be granted.

#### b. Weekend Pass.

(1) Upon approval of the Squadron AOC, cadets may sign out on weekend passes after their last military duty on Saturday, until Evening Call to Quarters on Sunday.



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(2) A cadet on extended weekend pass is authorized to be away from the Academy from afternoon Release From Quarters or last duty, whichever is later, on Friday until Evening Call to Quarters on Sunday. The weekends on which this privilege may be utilized will be announced by the Commandant.

(3) A cadet desiring either a weekend or an extended weekend pass will submit two copies of AFCW Form 99 to his Squadron Air Officer Commanding for approval.

(4) Cadets using this privilege may wear civilian clothes. (See AFCR 35-11.)

**c. Off-Duty Privilege (ODP).**

(1) A cadet on an Off-Duty Privilege is authorized to be away from the Academy after

Release From Quarters or last duty, whichever is later, on Saturdays, Sundays, holidays and evenings preceding holidays. The Off-Duty Privilege ends at Evening Call to Quarters on days preceding classes and Taps on Saturdays and days preceding holidays.

(2) The Squadron Air Officer Commanding will approve ODP requests. He may delegate approval authority to the Squadron Commander.

(3) First and Second Classmen may wear civilian clothes. Third Classmen may wear the Quasi-Official uniform during the Fall Semester and civilian clothes during the Spring Semester. Fourth Classmen will wear Service Alpha. (See AFCR 35-11.)

**d. Individual Privileges.** The privileges for each class are listed in the table below:

**TABLE OF INDIVIDUAL PRIVILEGES**

<u>First Classmen</u>	<u>Basic Privilege</u>	<u>Privileges if on Commandant/Dean List</u>	<u>Privileges if on Superintendent List</u>
Weekend	1/Month	2/Month	2/Month
Extended Weekend	1/Semester	1/Semester	2/Semester
Off-Duty Privilege	Unlimited	Unlimited	Unlimited
<u>Second Classmen</u>	<u>Basic Privilege</u>	<u>Privileges if on Commandant/Dean List</u>	<u>Privileges if on Superintendent List</u>
Weekend	3/Semester	3/Semester	1/Month
Extended Weekend	-----	-----	1/Semester
Off-Duty Privilege	4/Month	6/Month	Unlimited
<u>Third Classmen</u>	<u>Basic Privilege</u>	<u>Privileges if on Commandant/Dean List</u>	<u>Privileges if on Superintendent List</u>
Weekend	1/Semester	2/Semester	3/Semester
Off-Duty Privilege	2/Month	3/Month	4/Month
<u>Fourth Classmen</u>	<u>Basic Privilege</u>	<u>Privileges if on Commandant/Dean List</u>	<u>Privileges if on Superintendent List</u>
Fall Semester Off-Duty Privileges	2/Semester	N/A	N/A
Spring Semester Off-Duty Privileges	3/Semester	4/Semester	6/Semester

NOTE: These privileges are not cumulative.

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## 3. Permits.

## a. Visiting Permit.

(1) Definition. A Visiting Permit is to be used for the specific purpose of visiting and/or dining with the following male personnel assigned to the USAF Academy:

- (a) Commissioned Officers.
- (b) Warrant Officers.
- (c) Master, Senior Master, and Chief Master Sergeant.
- (d) Coaches.

A cadet using a Visiting Permit will remain on the Academy Reservation. (A cadet may visit Academy personnel, as defined above, who live off base. In this case, the cadet will proceed directly to and from and will remain at the host's residence. The cadet will remain with his host throughout the period of the permit.) The Visiting Permit terminates when the cadet leaves the above-named hosts and no later than the times specified in paragraph 3a(2) below and the cadet will immediately return to the cadet limits applicable at that time.

(2) A cadet may utilize a visiting permit during the following periods:

- (a) Saturday after the noon meal or last duty, whichever is later, until 2200 hours.
- (b) Sundays after Chapel services or last duty, whichever is later, until Evening Call to Quarters.
- (c) Holidays after Release From Quarters until Evening Call to Quarters or until 2200 hours when the following day is not an academic day.
- (d) With the specific approval of the Squadron Air Officer Commanding, a First Classman may sign out to visit the above-named personnel on weekdays after Release From Quarters or last duty prior to the evening meal (whichever is later) until 2200 hours.

(3) Third and Fourth Class cadets may wear the Quasi-Official uniform or Service Alpha while using a Visiting Permit. During the Spring Semester, Third Class cadets may wear civilian clothes. First and Second Class cadets may wear civilian clothes both semesters.

(4) Cadets are responsible for informing their host of the limitations of a Visiting Permit if necessary.

## b. Business Permit.

(1) Definition: A business permit is to be used for the specific purpose of conducting personal business during free periods and is limited to the specific places to which the cadet is cleared by his Air Officer Commanding. Cadets authorized a Business Permit will go directly to and from the places of business.

(2) A Squadron Air Officer Commanding may authorize cadets to sign out on a Business Permit to conduct necessary personal business on or off-base that cannot be conveniently conducted on a weekend. The uniform will be service alpha.

c. Church Permit. Cadets, except those in arrest, confinement, or restriction, after meeting the obligation to attend chapel at the Academy, are authorized to attend a church of their choice in the Colorado Springs area. Those cadets utilizing a Church Permit will proceed directly to and from the church of their choice and will be in Service Alpha Uniform.

d. Academic Permit. The Academic Department with the concurrence of the Vice Dean of Academic Affairs and with proper notification to the appropriate Squadron Air Officer Commanding, may authorize cadets to sign out to do specified academic research and work required for specified academic courses, or to present cadet papers to professional societies. Cadets authorized an Academic Permit will have in their possession a completed "Academic Permit" as shown in Attachment 1. The uniform for Academic Permits is Service Alpha.

e. Special Permit. Under circumstances other than those stated above, the Squadron Air Officer Commanding may grant a Special Permit for a cadet.

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## 4. Authorizations.

a. Escorting. Escorting is defined as walking, riding in an automobile, or holding an extended conversation with a visitor. Cadets will not remain in parked cars.

(1) Cadets authorized to escort.

(a) All classes may escort during Release From Quarters.

(b) Upper classes may escort during Evening Call to Quarters on Fridays, Saturdays and days preceding holidays.

(c) Fourth Classmen may escort during Evening Call to Quarters on Saturdays and days preceding holidays.

(d) First Class cadets who are not deficient in academics or conduct may escort during academic Evening Call to Quarters.

(2) Escorting when authorized is permitted in the following places:

(a) Arnold Hall.

(b) Chapel services. Cadets in the lower three classes will form with their respective squadrons and will meet their guests when the formation is dismissed to enter the Chapel.

(c) Library only on Saturdays, Sundays, and holidays. On Sundays and holidays, escorting if otherwise authorized, is allowed only prior to 1900 hours. Escorted visitors are not authorized to use library facilities unless granted written permission by the Director of the Library. Parents and relatives may be escorted in the library at any time it is officially open.

(d) Mitchell Hall for brief visits between meals. The North entrance and staff tower will be used.

(e) Vandenberg Hall with the permission of the Squadron Air Officer Commanding. Only male visitors will be escorted in

Vandenberg Hall except during authorized Open House periods. Otherwise, no guests will be escorted between the North Road and the North half of the Battle Ramp.

(f) Athletic events.

(g) Gymnasium only on the main floor except when attending authorized athletic events.

(h) Elevators may be used when escorting.

(i) Cadets will not escort to Wing ceremonies and formations.

(j) Allied Arts when announced by the Commandant.

b. Authorization to miss meals. Cadets will normally attend meals in Mitchell Hall. The Saturday evening meal and Sunday Brunch are optional. Cadets will attend all other regularly scheduled meals unless:

(1) Signed out on a weekend pass, off-duty privileges, or permits.

(2) Signed out on leave or temporary duty.

(3) Escorting to Allied Arts presentations.

(4) Authorized to miss the meal by the Squadron Air Officer Commanding.

(5) Authorized by competent authority to attend a scheduled Early/Late Meal as defined in paragraph c below.

c. Early/Late Meals.

(1) An early or late meal is defined as a meal served in the Cadet Dining Hall at any time other than those listed in the Wing Schedule of Calls. Once authorized, it will be a mandatory military formation for each individual concerned.

(2) Requests for early or late meals will be submitted to the USAFA Scheduling Com-

## AFCR 35-8

mittee seven calendar days prior to the event. The request must include a concise justification, a roster of participants (name, class, serial number and squadron), specific dates and meal assembly time.

(3) Upon approval by the Scheduling Committee, the appropriate organization will publish an authorization letter listing the cadet participants by name, class, serial number and squadron. A Cadet-In-Charge will be designated in the authorization letter.

(4) Those cadets attending early/late meals will proceed directly to and from Mitchell Hall at the times designated in the authoriza-

tion letter. Cadets will not proceed individually to or from Mitchell Hall while the Wing is en-route to meals.

(5) Uniform for the formation will be the same as that utilized by the Wing Formation for the meal being attended unless otherwise specified in the published authorization letter.

d. Parish Memorial Recreational Area. This area is considered an on-base facility; when used by cadets for official squadron functions, it will not require them to use an authorized privilege. Cadets will sign the Sign-In/Out Register when using this facility. (Reference AF-CWM 34-1 for use of Parish.)

OFFICIAL:



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Administrative Officer

LOUIS T. SEITH  
Brigadier General, USAF  
Commandant of Cadets

I Attachment  
Academic Permit

**APPENDIX F**

**AIR FORCE CADET REGULATIONS 35-9 AND 35-9A**

AFCR 35-9

AIR FORCE CADET REGULATION  
NR 35-9

THE AIR FORCE CADET WING, USAF ACADEMY  
COLORADO  
18 July 1966

### Military Personnel

### CADET LIMITS, CALL TO QUARTERS, ABSENCES

This regulation prescribes policies, responsibilities, and procedures related to Cadet Limits, Call to Quarters, and Absences.

#### 1. Cadet Limits.

Cadet limits are areas within which a cadet must remain unless he is authorized to be absent on a privilege, permit, leave, authorization, or temporary duty. These areas, defined below, exclude off-limits areas listed in Paragraph below.

a. Academy Area. The Academy Area encompasses the Academy reservation to the west of Highway 85-87.

b. Cadet Area. The Cadet Area is pictured in attachment 1.

c. Dormitory Area.

(1) Inside Vandenberg Hall.

(2) Library during hours of operation.

(3) The offices of the staff and faculty and academic department libraries when specifically authorized by the commissioned officer responsible for the facilities.

(4) Other areas when needed to proceed to and from authorized areas.

d. Off Limits Areas:

(1) At all times, installations which are part of the Academy utility system, including electrical, fire, heating, disposal, and water systems; roofs of buildings; mechanical tunnels.

(2) In Vandenberg Hall, Service and Supply offices and facilities when closed for business.

(3) In Arnold Hall, the theater stage area, above and below, except on official business; ballroom kitchen areas; and mechanical tunnels.

(4) Fairchild Hall (Library excluded) between the hours of 1915-0600 Monday through Friday and at all times on Saturdays, Sundays, and holidays, unless specifically permitted by members of the Faculty or officers of the Commandant of Cadets staff. Entrance to the academic area will be through the first floor utilizing the southwest elevator of Fairchild Hall. Permission will be indicated by written authorization or verified by telephone with the officer or department authorizing the visit.

(5) Other specifically posted areas.

#### 2. Cadets will not use the following areas:

a. Airmen's Dormitories and facilities of the USAF Academy Preparatory School, NCO and Airmen's quarters except as provided in AFCR 35-8.

b. In the Community Center area, Commissary, Bowling Alley, Service Club, Barber Shop and Base Gymnasium.

c. Academy Officers' and NCOs' Open Messes and associated facilities unless specifically approved by the Commandant of Cadets. (A cadet who is a military dependent of personnel assigned to the Academy may use these facilities while in leave status.)

d. Officers' and NCOs' Open Messes and associated facilities at Ent AFB, Lowry AFB, and Fort Carson unless in the company of an officer eligible to use these facilities. (A cadet

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who is a military dependent of personnel assigned to the Academy may use these facilities while in leave status).

e. VOQ and BOQ in the Colorado Springs area except when in the company of a sponsor who is eligible to use the Academy VOQ/BOQ.

f. Elevators in Fairchild Hall, except for escorting, medical reasons, or with specific authorization.

g. All posted construction areas.

3. Call to Quarters. Periods of Call to Quarters are designated as below to establish accountability, restrictions to cadet activities and restrictions of cadet limits. Times of Call to Quarters are published in Wing Schedule of Calls.

a. Daytime Call to Quarters. Daytime Call to Quarters is a period designated for academic classes and study, during which an atmosphere of quiet will be maintained. Cadet activities are regulated as outlined below but will not be controlled by use of the status card.

(1) During Daytime Call to Quarters, Cadet limits is the Cadet Area.

(2) Escorting is prohibited.

(3) Arnold Hall and Harmon Hall will be visited for official business only.

(4) Radios and phonographs may be played quietly. Cadets will not watch T.V.

(5) Cadet activities which would interfere with study will not be scheduled except as provided by cadet regulations, or approved by the Director of Operations and Plans, COC.

b. Academic Evening Call to Quarters (Sundays through Thursdays and other specifically designated evenings). Academic Evening Call to Quarters is a period designated for study during which an atmosphere of quiet will be maintained. Cadet activities which would interfere with study will not be conducted, except as provided by AFCR's, or the Director of

Operations and Plans, COC.

(1) During Academic Evening Call to Quarters, cadet limits is the *Dormitory Area*. Facilities outside of the *Dormitory Area* may be visited only:

(a) When specifically approved by the Squadron AOC or the Director of Operations and Plans, COC.

(b) When official duty requires.

(c) When there is need to visit the dispensary or dental clinic for emergency purposes.

(2) Cadet activities during Academic Evening Call to Quarters are regulated as outlined below; these will not be controlled by use of the status card or the "All Right".

(a) Fourth Class cadets will remain in their rooms. They may, with the specific approval of their Element Leader, visit or be visited by other cadets within their squadron for purpose of academic assistance. The Element Leader may also authorize Fourth Classmen to be in the library.

(b) Third Classmen may visit upper-class rooms or be visited for academic purposes and official business only.

(c) First and Second Class cadets may visit within the dormitories. First Class cadets who are not deficient in academics or conduct or in restriction may watch television, escort and visit Arnold Hall when open.

(d) Cadets will not congregate in corridors or the orderly room.

(e) Radios and phonographs may be played quietly.

(f) Any cadet may visit the latrine when necessary.

(g) Upperclass cadets may use the pay telephones for personal business. Calls will be limited to five minutes. Orderly room phones

## AFCR 35-9

will be used only for official business. Control of incoming calls will be in accordance with AFCR 514-1.

c. Weekend Evening Call to Quarters (Evenings Preceding non-academic days). This period of Call to Quarters signifies a period when cadet accountability must be ascertained.

(1) During Weekend Evening Call to Quarters, cadet limits is the *Cadet Area*. Limits may be expanded to take advantage of an authorization, privilege, or permit as provided in AFCR 35-8.

(2) Cadets may attend authorized functions such as movies, dances, etc., and may escort in accordance with provisions of AFCR 35-8.

d. Night Call to Quarters. Night Call to Quarters is a period designated for sleep. Quiet will be maintained in the dormitories to permit those who desire to sleep to do so.

(1) During Night Call to Quarters, cadet limits for each cadet is his assigned room. These limits may be expanded:

(a) When taking advantage of authorizations, privileges, or permits as provided by AFCR 35-8.

(b) When required by official duties.

(c) To receive incoming long distance phone calls of an emergency nature.

(d) To visit the latrine.

(e) When attending authorized functions in Arnold Hall or other specifically designated places, limits are expanded to include the confines of the facility in use. When leaving the place of the function, cadets will immediately return to their rooms.

(2) During Night Call to Quarters, cadet activities are regulated as outlined below. These will not be controlled by use of the status card or the "All Right".

(a) Radios and phonographs will not be played.

(b) Cadets who remain in the *Cadet Area* while signed out on privileges will comply with Para (1) above. Cadets in this category who depart or arrive during Night Call to Quarters will do so quietly and expeditiously.

(c) Showers will not be taken after Taps.

4. Release from Quarters. Periods of Release from Quarters as published in the Wing Schedule of Calls are designated to permit cadets to pursue personal and organized activities within the Academy area, provided required duties and formations are not scheduled.

## 5. Absences.

## a. Use of the Status Card.

(1) When a cadet marks his status card, he is making an official statement that he will remain within the *Cadet Limits* that apply to him during the period of his absence, or that if he leaves these limits he has been authorized to do so by proper authority.

(2) A cadet will mark his status card when he is absent from his room during all evening and night call-to-quarters.

(3) The status card will not be used to control the activities of cadets while within prescribed cadet limits.

(4) The status card should be unmarked at all times a cadet is in his room.

(5) A cadet will not mark another cadet's card except for hospitalized cadets.

## b. Use of the Sign In/Out Register (APCW Form 19)

(1) The signature of a cadet who signs in/out on the APCW Form 19 is an official statement that the cadet is authorized to be absent and that he will remain within *Cadet Limits* prescribed for the applicable privilege.



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permit, or authorization. A cadet will sign the Sign In/Out Register when:

(a) He is using a privilege or permit.

(b) He is on leave or temporary duty.

(c) He is performing official escort duty.

(d) Serving confinements and he leaves his room to go to emergency sick call or other places specifically authorized by the Squadron Air Officer Commanding.

(e) In restriction, and he leaves Vandenberg Hall for other than regularly scheduled duties to go to an authorized place as defined in AFCR 35-6, paragraph 1.

(f) He is being admitted to or discharged from the hospital. The Cadet in Charge of Quarters will make entries for a hospitalized cadet if that cadet cannot make his own entries.

(2) A cadet will make his own entries in the Sign In/Out Register (except as noted above for hospitalized cadets). Entries will be made neatly in ink. Times will be correct to the nearest minute.

(3) A cadet will sign out for one purpose only except when specifically authorized to sign out for a privilege after the completion of temporary duty.

**c. Reporting Absences.**

(1) At all squadron formations, absences will be reported in accordance with AFCR 521-21.

(2) Section marchers, intramural coaches, and cadets in charge of special details will report the names of absent cadets in accordance with procedures in AFCR 553-1.

(3) The Cadet in Charge of Quarters will prepare a Form 10 for each cadet who fails to sign in or out on the Sign In/Out Register or signs in after a designated sign-in time.

(4) During periods of Evening and Night Call to Quarters, Squadron Commanders will insure that periodic inspections of all cadet rooms are conducted to account for unauthorized absences.

(a) The Squadron Commander will establish two inspection areas which include all cadet rooms equally divided between the two areas.

(b) Inspections will be conducted by two Second Class Dormitory Inspectors. An inspector will be assigned to each inspection area defined above.

(c) Inspections will be made at the following times:

1. At the beginning of Evening Call to Quarters.

2. Immediately after Taps.

3. At least twice at unannounced intermediate times designated by the Squadron Commander.

(d) Dormitory inspectors will account for each cadet by only one of the following means:

1. Checking the status card marked.

2. Opening the door and identifying each cadet whose card is unmarked.

(e) Dormitory inspectors will submit a signed AFCW Form 27 to the Cadet in Charge of Quarters listing all absent cadets whose status card is unmarked. The inspector will not attempt to determine the authority of these cadets to be absent.

(f) The Cadet in Charge of Quarters will prepare an AFCW Form 10 for each absent cadet reported by the Dormitory Inspector. The offense will state, "Absent from room, card unmarked, (time), (date)."

**5. Authorized Service and Recreational Facilities**

## AFCR 35-9

ties. Provided a cadet adheres to the provisions and limits specified in this regulation, he may use the following service and recreational facilities:

a. Arnold Hall.

(1) Lounge areas and the ballroom may be used by all cadets when these facilities are not scheduled for a specific social function.

(2) Cadets and their guests may use the theater during scheduled performances. Except when escorting, Fourth Classmen will use the balcony.

(3) The Cafeteria may be used by upper-class cadets and their guests. Food will not be carried into other areas of Arnold Hall except that beverages may be consumed in the bowling alley.

(4) Fourth Classmen and their guests will use the Fourth Class Lounge and Fourth Class Snack Bar.

(5) Fourth Classmen may have full use of Arnold Hall when specifically announced.

b. Harmon Hall only for official business.

c. Cadet Athletics Facilities. When the swimming pool is used, a qualified lifeguard, or at least three qualified cadet swimmers must be present.

d. Sunbathing. During periods of Release from Quarters, sunbathing is authorized on

the hill immediately behind the gymnasium. This is the only authorized cadet sunbathing area. Sunbathing and athletics are not authorized in or around Vandenberg Hall.

e. Cadet Picnic Area. The cadet picnic area is for the exclusive use of cadets and their guests. This area may be used by individuals during Release from Quarters. The picnic area may be used for organized class, squadron, and activity social functions during Release from Quarters, and during weekend Evening Call to Quarters provided the function ends at least 30 minutes before Taps. Organized functions will be scheduled in accordance with provisions in AFCEM 34-1.

f. Base Recreational and Service Areas. Base recreational and service areas not listed as off limits in paragraph 2 may be used by all cadets. If a large group of cadets wishes to use the base picnic areas, reservations will be made with the Special Services Officer (DCSPS-1).

6. Summer Term.

a. Special instructions concerning cadet activities and area restrictions will be published in the appropriate operations plan for cadets participating in summer training programs at the Academy.

b. Cadets taking summer repeat courses will comply with all provisions of this regulation and adhere to the published Summer Schedule of Calls.

OFFICIAL

  
WILLIAM DE HARO  
CWO, W4, USAF  
Administrative Officer

LOUIS T. SEITH  
Brigadier General, USAF  
Commandant of Cadets



AFCR 35-9A

AIR FORCE CADET REGULATION  
NR 35-9A

THE AIR FORCE CADET WING, USAF ACADEMY  
COLORADO  
8 December 1966

**Military Personnel**

**CADET LIMITS, CALL TO QUARTERS, ABSENCES**

AFCR 35-9, 18 July 1966, is changed as follows:

5a(5). A cadet may mark another cadet's status card under the following conditions or circumstances.

(a) Hospitalized cadets.

(b) When acting in an official capacity with specific instructions from the cadet whose card is to be marked.

5c(4)(b). Inspections will be conducted by two Second Class Dormitory Inspectors during Evening Call to Quarters on all nights preceding academic days. An inspector will be assigned to each inspection area defined above. On even-

ings which do not precede academic days inspections will be conducted by one Second Classman who will inspect all the cadet rooms in the squadron areas.

Make the following pen and ink changes:

Renumber paragraph 5—Authorized Service and Recreational Facilities to number 6.

Renumber paragraph 6—Summer Term, to number 7.

Change Atch 1 title from "Evening Cadet Limits" to read "Cadet Area".

OFFICIAL

LOUIS T. SEITH  
Brigadier General, USAF  
Commandant of Cadets

  
WILLIAM DE HARO  
CWO, W4, USAF  
Administrative Officer

OPR: CDOP

APPENDIX G

AIR FORCE CADET REGULATION 50-4

AIR FORCE CADET REGULATION  
NR 50-4

THE AIR FORCE CADET WING, USAF ACADEMY  
COLORADO  
4 December 1967

**Military Training**

**USE OF THE "ALL RIGHT"**

This regulation establishes use of the "All Right" within the Cadet Wing and prescribes conditions under which use of the "All Right" is authorized.

(See summary of revised, deleted, or added material on last page below signature element)

**1. General:**

Cadet Supply—Lost and Found

a. Use of the "All Right" report is restricted to the lost articles inspection. The "All Right" will be used for the convenience of the asker and will be asked only for this purpose.

Squadron Trunk Room

Custodial Room

Orderly Room

b. During lost articles inspections, cadets will be asked to report "All Right for Lost Articles." This report has a specific meaning and is effective for the condition existing at the time the "All Right" is asked.

Security Flight

Cadet Tailor Shop

c. A cadet must report himself for any violation of an "All Right."

b. To apply for an "All Right" inspection, a cadet must complete a "Subject-To" letter listing the lost items. The letter must be hand-carried by the requestor to the Wing Materiel Officer. The Wing Materiel Officer will take necessary action to have the notice published in the Cadet Bulletin.

2. Definition. An "All Right for Lost Articles" is a cadet's personal assurance that he has inspected similar articles in his possession and to the best of his knowledge and belief he does not have the lost articles and does not know their location, or that he has personally returned the property to its rightful owners, or has turned in the property to the CCQ.

c. The "All Right for Lost Articles" inspection will usually be held immediately after Taps by the Dormitory Inspector (DI). It is held in conjunction with the DI's visual taps inspection. Each occupant of a room will be asked for an "All Right". When the Dormitory Inspector has completed his inspection, he will give the results of the "All Right" to Squadron CCQ.

**3. Procedures:**

a. The following locations will be checked prior to submitting a request for an "All Right":

OFFICIAL

ROBIN OLDS, Colonel, USAF  
Commandant of Cadets

  
WILLIAM DE HARO, CWO, W4, USAF  
Administrative Officer

See Summary of Revised and Deleted Material—  
Paragraph 3 revised to establish step-by-step procedures required to initiate an "All Right" inspection.

APPENDIX H

LETTER TO USAFA CLASS OF 1972

DEPARTMENT OF THE AIR FORCE  
THE AIR FORCE CADET WING  
USAF ACADEMY, COLORADO 80840



1 March 1968

**To The Class of 1972**

Congratulations on your appointment to the United States Air Force Academy. Before you lies a challenging future full of all the benefits and responsibilities of an Air Force career. The respect you will command as a cadet and later on as an officer will be hard earned - you will be physically and mentally taxed to do things you never before realized you could do. At the Academy, you will be expected to accept the high standards of performance and behavior that are associated with the military profession. Certainly you will learn to salute superior officers and realize the virtues of self discipline, but you will also have the responsibility and privilege of living with honorable men.

The one element of training that will pervade every aspect of your life as a cadet is living under the Cadet Honor Code. Simply stated, it reads, "We will not lie, steal, or cheat, nor tolerate among us anyone who does." Every cadet in the Wing stands behind the Code as its supporter and guardian. Its true worth is not in the 14 words, but rather, in the spirit of being trusted and knowing that you can trust someone else.

The Code is not something to be feared. It is merely a manifestation of doing what you know in your heart is right. For most of you it will be just a minimum standard on which to build your own personal integrity.

During the summer you will be thoroughly introduced to our Code. If you have not done so, I urge you to carefully read our pamphlet, The Cadet Honor Code, and think about its application to yourself, personally. I am sure that one day you will agree with the majority of graduates who insist that living under the Code, above all else, was the most rewarding experience of their four years at the Academy.

A handwritten signature in cursive script, reading "John A. Skorupa".

JOHN A. SKORUPA, Cadet, USAF  
Chairman, The Honor Representatives



APPENDIX I

EXTRACTS FROM COMMENTS ON TOLERATION BY  
BG LOUIS T. SEITH

Extracted from comments made by Brigadier General Seith, Commandant of Cadets, Spring 1967:

QUESTION: SHOULD THE TOLERATION CLAUSE -- AND THE HONOR CODE -- BE MADE TO APPLY TO ONLY THE MORE "SERIOUS OFFENSES? SOME CADETS HAVE SAID: "YES, I WOULD REPORT A 'SERIOUS' OFFENSE, BUT NOT SOME MINOR OFFENSE."

Any moral value, habitually transgressed, tends to lose its significance -- both for the violator and the tolerator. "Minor" transgressions, having become tolerable, then become the departing point for new levels of "minor" transgressions, levels that once seemed "major." This is the anatomy of moral degeneration.

This was apparent in the cheating scandal of 1965, wherein cadets first tolerated, then cheated only when helping others (but never received help themselves); from here, even bright students found they might as well accept help, and were soon cheating for their own benefit. First they did it only on rare occasions when they were too busy to study. Next they found it convenient to cheat more often. After a while it was nicer to cheat frequently because it permitted them to live in a more relaxed fashion (no studying). From here it went to actively recruiting others; from here cynicism set in, and the violations became increasingly criminal, e.g., passing exam papers, colluding as a ring, stealing, etc., etc.

Moral degeneration does not compartmentalize itself. Some cadets were conditioned for cheating -- or tolerating cheaters -- by the guilt of dishonorable acts in other areas. In some cases this involved violations of the card or the "All Right." In others, the process was initiated by cheating and expanded into violating the card, or even to stealing.

QUESTION: MANY OF THE CHEATERS STARTED OFF AS TOLERATORS. IT SEEMED TO THEM THAT THE VERY ACT OF TOLERATION BECAME A TRAP. CADETS FOUND THEY HAD VIOLATED THE HONOR CODE, THEN DECIDED THEY MIGHT AS WELL GO ON AND BE CHEATERS. IF WE COULD REMOVE TOLERATION FROM THE CODE -- OR AT LEAST REDUCE THE PENALTY, WOULD NOT THIS TRAP BE REMOVED?

Yes, the very act of toleration is a trap. But if we assume no prohibition against "tolerating" a cheater, then toleration would become an even greater trap.

Even without a "no toleration" clause in the Code, many persons who tolerate cheating by others will eventually become cheaters themselves. Anyone who lives closely with

cheaters will find it hard not to become discouraged and disillusioned -- more so if they are his respected friends. His friends all do it; they don't work hard, while he studies; they get better grades than he; perhaps he loses privileges or is threatened with academic failure. The probability is that if the honest man cannot bring himself to stop the cheater, sooner or later he will throw up his hands and start cheating himself. Widespread toleration will spawn widespread cheating. The closer the student society, the more insidious this reaction will be.

As a matter of fact, if enough people tolerate cheating by others, does not cheating then become an accepted standard -- by definition?

If the very act of tolerating cheating weakens one's own resolve not to cheat, would not that resolve be further weakened by the reduction of any threat of discovery by authorities? Would not cheating become easier, in the absence of a real deterrent as represented by the "no toleration" clause?

Concerning a reduced penalty for toleration, it has been suggested that people would not be "trapped" by tolerating if they knew that the penalty was not so extreme. It may be true, that some tolerators, having thought it all out, might be less fearful of coming forward with a confession, were the penalty less severe. But other cadets who might be deterred from tolerating by the severity of the penalty might now take a chance, thinking primarily of the severity of the penalty to the cheater himself. After all, if the tolerator did get caught (or become conscience stricken), the penalty would be an endurable one for him, especially when compared to the penalty for his friend, the cheater. So, it is questionable that a reduced penalty for tolerating would decrease toleration -- it would very likely increase it.

QUESTION: HOW DOES THE HONOR CODE -- AND THE TOLERATION CLAUSE -- RELATE TO THE LAW? TO DUTY?

One of the intellectual traps waylaying college students is perversion of "freedom of choice," of "intellectual freedom," of the "responsibility to question and to probe intellectually." In some circles those great principles have become a rationalization for civil disobedience movements, the Vietnicks, and protest movements.

Some cadets have fallen into this trap by saying in effect: "I will obey those rules (regulations) which make sense to me. The others I will not." This transfers to the cadet leader who says: "I will enforce only those rules and regulations in which I believe." This cadet denies his sworn duty and responsibility as a soldier, and reflects a concentration on self to the exclusion of another all important principle: The very foundation of U.S. civilization depends upon acceptance of laws imposed by a majority,

even though they may not be understood or liked by large segments of the population.

In the military, each man takes an oath to uphold the laws of his country -- and the rightful orders and regulations that stem from those laws. Cadet regulations fit this category. No cadet has any right -- morally or legally or otherwise -- to decide which regulations are not worthy of being obeyed or enforced. True, he may violate a regulation for many personal reasons, however unworthy, and the punishment will follow if he is caught. But he may never set any regulation aside on the grounds that it is an unworthy regulation. This is subversive insubordination.

Cheating, stealing, and lying are unlawful acts under the UCMJ and contrary to the rules of cadet behavior. Toleration of these acts is also unlawful. All citizens are bound by law to stop or report unlawful acts; otherwise they become accessories to these acts. Witnesses to felonies (not misdemeanors) are required by law to report these crimes and to identify the persons who commit them.

The obligation of a cadet to the Cadet Honor Code is bound by the law, yet it goes beyond the law and military regulations. Each cadet knows he is committed to uphold the Code, to live by it in its entirety, as it stands now. He is committed to his classmates, and to each member of the Cadet Wing -- and he is committed to this above his loyalty to friends and individuals. He cannot mentally set aside any part of it -- including the toleration clause -- without violating his commitment to each member of the Wing. He may question a part of it, or he may advocate change, but to remain in the Wing with any reservation about his personal commitment to comply with the Code is in itself dishonorable and fraudulent.

Concerning toleration, each cadet has committed himself to be the guardian of the Honor Code. Just as a priest has committed himself never to reveal a confidence taken in confession, a cadet has committed himself to confront and reveal a violator of the Code. This has become both a duty under the law and a personal commitment.

**QUESTION: HOW CAN A CADET RESOLVE THE APPARENT CONFLICT BETWEEN HIS LOYALTIES TO HIS GOD, TO FRIENDS, TO THE SQUADRON, TO A TEAM, AND TO THE HONOR CODE?**

No man can be relieved of the conflict of loyalties -- to self, to family, to country, and to a host of other commitments. But he can learn to live with these conflicts. Resolution of these conflicting demands is a part of growing up.

A professional military man resolves his conflict by his oath of allegiance. Each cadet swears that he will support the constitution; that he will bear true allegiance to the

national government; that he will defend the sovereignty of the United States, paramount to any and all allegiance, sovereignty or loyalty he may owe to any state, county, or country whatsoever; and that he will at all times obey the legal orders of his superior officers, and the rules and articles governing the U.S. Air Force.

We all love our country, and we support the constitution -- but we need something more concrete on which to hang our loyalties. Thus we love our Air Force, our Wing, our squadron, and our fellows that make up these units. Our allegiance to country is realized through these subordinate loyalties. We also love our families, friends, teammates outside the Air Force. There need be no real conflict here either -- provided that our families, friends, and teammates, or our fellow military men do not ask us to violate our pledged loyalties as professional military men. No true friend will ask this. Successful military men nationwide can attest to this fact.

Concerning religious loyalties, most religions recognize that a man may serve his God and still be loyal to his military oath.

#### QUESTION: IS THE TOLERATION CLAUSE MERELY AN EXPEDIENT? OR IS IT A MORAL VALUE?

"Expediency" is defined as something opportune, something having self-interest in the narrow sense, something having a short range goal. Some cadets have wondered if the toleration clause has only an expedient value, because it is an opportune means of enforcing Cadet Wing sanction against lying, cheating, and stealing. Some have said that "non-toleration" has no moral value in itself, but is merely a tool to enforce a rule.

A moral value is concerned with a standard of right behavior, something that is sanctioned by or operative on one's conscience or ethical judgment. In another sense it also has to do with freedom from anything petty, mean, or dubious in conduct or character.

One of the most common foundations of moral value lies in the preservation of a civilization or a society. That which preserves our society is moral; that which would undermine or destroy the basic foundations of our society is highly immoral. Thus, many of our laws support basic moral values, or are themselves moral -- because they aim to prevent destruction of our society or to protect important concepts upon which our nation was founded. For example:

- a. Anything which would undermine or destroy the family unit in our civilization

is considered immoral, e.g., adultery, cruelty, desertion, etc., etc.

b. Preservation of military authority and effectiveness, in a sense becomes a moral value to those who have taken the Oath of Allegiance. A military organization requires total loyalty in the sense of preserving its integrity. This type of loyalty is demanded because the military organization is essential to preservation of the nation. One of the very fundamental rules of the military organization is that of total integrity in the military member. Lack of integrity destroys the organization's effectiveness and thus endangers the country. This is why, in a military organization, integrity is a strong moral value. Likewise, any condonement of a lack of integrity is recognized as being destructive of the value of integrity, and, in turn, of the organization.

There is another facet to this problem. Is not a man of honor, who accepts a solemn commitment, morally bound to that commitment? An Air Force cadet commits himself by his Oath of Allegiance to his country -- and thus to the Air Force Cadet Wing. And, by the very fact of remaining a cadet, he commits himself to obey the Cadet Honor Code. To remain as a cadet, while failing to accept this commitment, is, in itself, an act of disloyalty -- and perhaps also of immorality.

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